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LELAND·STANFORD JVNIOR·VNIVERSITY

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION.

CORRESPONDENCE, TABULATED STATEMENTS OF GRANTS, ETC.;

AND

Reports by Her Majesty's Inspectors of Schools:

1848-49-50.

VOL. II.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY W. CLOWES & SONS, STAMFORD STREET,
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ENGLAND.

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General Report, for the years 1848 *and* 1849, *by Her Majesty's Inspector of Schools, the* Rev. J. J. BLANDFORD, *on the Schools inspected by him in the East Midland District of England, comprising the Counties of Derby, Huntingdon, Leicester, Lincoln, Northampton, Nottingham, and Rutland; also on certain Schools situated in the Counties of Cambridge, Norfolk, Suffolk, and Lancaster.*

MY LORDS,

I HAVE the honor to present to your Lordships a Report on the schools which I have inspected in the counties of Derby, Huntingdon, Leicester, Lincoln, Northampton, Nottingham, Rutland, Lancaster, Cambridge, Norfolk, and Suffolk. The schools in the four last-mentioned counties are not included in my district, but I have reported on them in the usual way, having received instructions to visit them in reference to the examination of candidates for pupil-teachers. I have not been able, therefore, to visit so many schools in my own district, as I otherwise should have done.

The schools on which I have reported in the East Midland District are chiefly those whose managers had made application for pupil-teachers, or schools where pupil-teachers had been already apprenticed, who required to be examined, and the state of the school reported, in order to the fulfilment of the conditions of the indentures.

I have now to offer some remarks in reference to the state of those schools in my district which are liable to inspection, as having received aid from the Committee of Council on Education, or which have invited such inspection; and I wish it to be understood that the favourable report that I have made of some of them is to be taken in a limited sense, and in no respect is the idea intended to be conveyed, that any one of these schools, thus favourably mentioned, is not susceptible of much further improvement, both in regard to the character of the instruction given therein, and in the methods of imparting it.

DERBYSHIRE.

In this county there are 88 schools under inspection. Of these 30 are double schools, where boys and girls are taught in separate rooms, but in the same building under a master and mistress; 34 mixed; 7 infants; and 17 single. The greater part are situated in the middle and southern parts of the county. In the northern part there are but few schools under inspection; and these are of such a character as to minister very imperfectly to the educational wants of the population for whose benefit they have been established.

At New Mills, where there is a large manufacturing population, a handsome building, containing accommodation for 300 children, has been erected, towards the expense of which a grant was made by the Committee of Council on Education of 300*l.* When the school was inspected in 1847, the average attendance of boys and girls out of a population of 4,000, was 57; in 1848 there was a decrease of this small number, the average attendance being only 11 girls and 26 boys: no regular mistress had been appointed, and the master was about to leave. At Witfield, about nine miles from New Mills, another large school has been built, towards the cost of erecting which a grant of 300*l.* was paid in April 1848. Upon visiting this school in July 1849, it appeared that although the building was finished, and everything was ready for the reception of the children, yet no master had been appointed: the building hitherto has been merely used for the purposes of a Sunday and evening school: in the latter, young men and adults are gratuitously instructed by a gentleman residing in the parish. The existing provision for the educational wants of a rapidly-increasing population is very scanty in this neighbourhood, and it was in consequence of the strong representations which were made to their Lordships on this point, that so large a sum as 300*l.* was granted. Towards the school at Tideswell, where there is a population of between two and three thousand, a grant had been made, in February, of 255*l.* The building, when I visited Tideswell in 1849, was not finished, and further operations had been suspended in consequence of a deficiency of funds: measures have been taken to supply this deficiency, and there is a prospect of the school buildings being completed in the course of the present year (1849).

The school at Brimington, which is in the neighbourhood of extensive iron-works near Chesterfield, has been closed for more than a year: the master, who obtained his certificate, resigned his situation in consequence of a contemplated reduction of his salary. There is no girls' school in the parish, and that to which I have alluded has never prospered. The clergyman has exerted himself for the purpose of reopening the school, and an appeal has been made to the other trustees; but hitherto no effect has been produced: in September 1849 the school remained closed.

In the southern parts of the county, the schools are more numerous: those amongst the collieries, where good schools are especially needed, are in general the least efficient, and the attendance of the children irregular and fluctuating.

In the town of Derby there are nine schools under inspection: two of them, the National school, Curzon-street (boys), and Trinity (boys and girls), exhibit considerable life and energy, to which the apprenticeship of pupil-teachers has in no slight degree contributed. The Victoria school, at Chesterfield, still retains its character for efficiency: those also at Doveridge, Measham

Brailsford, Osmaston, Sudbury, Shirley, and Shardlow, particularly the latter school, deserve to be favourably mentioned.

The number of pupil-teachers apprenticed in this county is 33 boys and 18 girls; 11 masters and 4 mistresses have obtained their *certificates of merit.*

Leicestershire.

In Leicestershire there are 44 schools liable to inspection; 20 double, 13 mixed, 4 infant, 7 single.

These schools are scattered throughout the county, and are small ones, with the exception of those in the town of Leicester; the attendance is irregular and fluctuating, the children being taken away at a very early age as soon as they can do any kind of work. In many of these schools, the principal employment of the girls is that of seaming stockings for at least half the day. It is with the greatest difficulty that the parents can be persuaded to allow their children to be taught to sew and knit, and when their consent is obtained, it appears to be yielded more as a favour than from any conviction of the advantages likely to result therefrom to their children. The consequence is, that a large proportion of the girls in these schools receive very inadequate instruction in an important branch of female education, the want of skill in which must hereafter prove a serious disadvantage to them.

I cannot record any favourable impression of the schools which I have inspected in Leicestershire; an exception, however, must be made in favour of those at Sheepshed, Kibworth-Harcourt, and Oadby.

The number of pupil-teachers who have been apprenticed is six boys; one master and one mistress have obtained their *certificates of merit.*

Northamptonshire.

In this county there are 31 schools liable to inspection: of these, I have only been able to visit 16; 10 of them are double, the rest are mixed and include three infant schools. The standard of instruction in the country schools is very low, little else being taught but reading, writing, and arithmetic, and these very imperfectly. In Northampton the girls' school of All Saints and St. Catherine's (infant) deserve to be favourably noticed; the Blue Coat endowed school is also improving in efficiency, under a master who obtained a high certificate of merit at Battersea. The schools in St. Sepulchre's parish are improving under the active superintendence which is now exercised over them. The school at Rockingham is likely to do well under a master who has received instruction from the Rev. L. Fry, of Leicester. The number of pupil teachers, who have been

apprenticed in this county, is 11 boys and 13 girls; three masters and one mistress have obtained *certificates of merit.*

Lincolnshire.

In this part of the East Midland District, there are 50 schools liable to inspection; 18 double schools, 21 mixed, 4 infants, 7 single: the greater part are situated on the eastern and western sides of the county; in the centre there are but few.

They are, for the most part, small village schools, established amongst a rural population. Those at Grantham (the boys), Colsterworth, and Saxilby (the boys), deserve to be mentioned as having made decided progress within the two last years.

The wages in Lincolnshire are high, and the labourers can better afford to keep their children at school than those in other parts of my district, where their weekly earnings are much less, which is the case in the manufacturing villages in Leicestershire; but the children, in both cases, are taken away from school as soon as they can earn anything, and although the boys in the rural districts return to the schools at certain times in the year, when there is no work to be done in the fields, yet they seem to receive little or no benefit from the extra time they are under instruction, in consequence of their general irregular attendance in the course of the year.

The standard of instruction in most of these schools is very low; the internal organization and arrangements are bad; the desks are generally fixed to the wall; and their supply of books, both as to character and number, very inadequate for the purposes of instruction: 18 pupil-teachers (boys) and one girl have been apprenticed in this county: four masters have obtained their certificates.

Nottinghamshire.

Here there are 30 schools under inspection: they are situated, with the exception of those at Nottingham and its immediate vicinity, in the midst of an agricultural population. The boys' school of Trinity, Nottingham, is doing well; of the rest in the neighbourhood of that town, I cannot record any favourable impression, with the exception of the one at Lenton. At Collingham, Worksop, and Ollerton, there are fair schools, in a good working state; the latter was established for the use and benefit of several parishes, which until its erection were nearly destitute of any means of education, and it is satisfactory to be able to report of the deservedly high estimation in which it is held by the parents of the children who are educated in it, and how thankful they are for the beneficial effects which have already resulted from its establishment. Sixteen boys and five girls have been apprenticed as pupil-teachers: eight masters and one mistress have obtained their certificates in this county.

Rutlandshire.

There are five schools under inspection in this county: of four which have been inspected, I can only record their inefficiency for any practical purposes of education.

Huntingdonshire.

In this county there are 28 schools under inspection: of these I have only been able to visit six; two of them, Farcet and Stilton, were closed in consequence of a deficiency of funds towards the maintenance of teachers: this county has recently been severed from the East Midland district. No application, as far as I am aware, has been made for pupil-teachers, nor are there any teachers in it who have obtained their certificates; such at least was the case at the end of the year 1848.

The schools which I visited in Lancashire did not seem to be in a very satisfactory state: they were inadequately supplied with books, the desks were in most cases attached to the side of the wall, and the lower classes generally left to the care of monitors. Nor can I report more favourably of those in Norfolk and Suffolk, as far as I had opportunity of judging. An exception, however, must be made in favour of the model-schools at Norwich; they owe much of their present efficiency to the able superintendence of the Rev. Bath Power, who is making every exertion to render them thoroughly efficient as practising-schools for teachers who are in training.

East Midland District.

COUNTY.	Number of Schools under Inspection.	Number of Schools having Pupil-Teachers or Stipendiary Monitors apprenticed.	Number of Apprentices.				Teachers who have obtained their Certificates.	
			Males.		Females.		Masters.	Mistresses.
			P.T.*	S.M.*	P.T.*	S.M.*		
Derby . .	88	24	33	1	18	1	11	4
Leicester . .	44	2	6	..	..	..	1	1
Northampton	31	6	11	1	13	..	3	1
Lincoln . .	50	8	18	..	1	..	4	..
Nottingham .	32	8	16	..	5	1	8	1
Huntingdon .	28	..	..	..	..	..	..	..
Rutland . .	5	..	..	..	..	..	..	..
Total . .	278	48	84	2	37	2	27	7

* P. T. Pupil Teacher; S. M. Stipendiary Monitors.

The following table exhibits the results of the inspection of 160 schools in the East Midland District.

	Number.	
	4	Stipendiary Monitors.
	121	Pupil-teachers.
	No. of Children.	
	12,716	Now in ordinary attendance.
	12,929	Present at Examination.
Reading.	4,733	Letters and Monosyllables.
	5,140	Easy Narrative.
	2,200	Holy Scripture with ease.
	882	Books of general information with fluency.
Writing on Slates.	3,460	From copies.
	3,697	From dictation.
	332	Abstracts or composition.
Writing on Paper.	5,345	From copies.
	50	Abstracts or composition.
Learning Arithmetic.	490	Numeration and Notation.
	3,408	Addition.
	1,059	Subtraction, Multiplication, and Division.
	1,009	Compound Rules and Reduction.
	404	Proportion and Practice.
	292	Fractions and Decimals.
Learning other subjects.	3,726	Geography.
	2,094	Grammar.
	1,715	History of England.
	691	Vocal Music from Notes.
	141	Linear Drawing.
	..	Geometry.
	77	Mensuration.
	39	Algebra.

The foregoing results have been calculated for 160 schools.

The difficulty which the clergy experience in raising funds for the support of these schools can scarcely be exaggerated. The following statement tells its own tale, and although it refers to one locality, yet in substance it applies to many others.

"The resident coal proprietors are General Baptists, and have a day and Sunday school open free for the children of the men in their own employ; the boys are taught by the Baptist preacher, and the girls by his wife. None of the proprietors of the other coal-works reside in the district, but they find a room for a Ranter's chapel which is used as a day and Sunday school: the children are taught by a woman on week days, and by persons attending the chapel on Sundays. The inhabitants (with the exception of a few shopkeepers) are all colliers, the greater part of them are Ranters; there are some Romanists, Mormonites, and Wesleyans, but few Church families, and *not one* subscriber to the National schools living in the place. The population is continually changing; in consequence of which, within the last year, 80 children have left the schools, and 100 have been admitted."

Of the 278 schools under inspection in this district, those in Derbyshire are in a more efficient state than the schools in the other counties; but, in combining the result of two years' experience in the inspection of schools in the East Midland district, it is obvious that they minister very imperfectly to the educational wants of the population amidst which they have been established, and that, upon the whole, the character of the instruction given in these schools is such as to offer little inducement to parents to make sacrifices to keep their children for a longer period in them. Constant complaints are made by teachers and school-committees of the indifference of parents to the education of their children, as exhibited in the irregularity of their attendance at school, and the short time for which they are sent there. Now nobody, who knows anything about the matter, would be at all disposed to underrate the disadvantages with which all teachers in elementary schools have, from one cause or other, to contend; but there is one side of the question in regard to the indifference of the parents to the education of their children, that it would be as well for both masters and mistresses of schools to consider, but which they are naturally too apt to put aside altogether, namely, whether the defective character of the instruction given in their schools, and the absence of anything like a vigorous, clearly-defined attempt on their part to make the course of instruction pursued bear in its practical application upon the children's position and probable mode of life hereafter, may not form a very important element in the indifference of parents to the education of their children, and be closely connected with that indifference. People are indeed indifferent to a bad article, nor do they care to make many sacrifices, or to labour much for its possession; whereas they will do both if the article be good, and its possession likely to turn to account. The following is a case of no uncommon occurrence:—a school is at last established in some long-neglected place, everything is ready for the reception of the children, and a master is appointed who is possessed of few qualifications for his important office, save that of respectability; at first everything goes on smoothly, the attendance is good, and the people for whose benefit the school has been established express themselves pleased with it; after a time the excitement wears off, and they begin to find that their children learn little or nothing; the numbers diminish, the attendance is irregular, or the children are sent to some dame's school; the managers immediately exclaim against the indifference of the parents towards the education of their children, and the master, whose want of skill is seldom taken into consideration, will not be backward in coinciding with this view of the subject. Poor people, however ignorant they may be themselves, are not slow in finding out whether their children are learning anything or not at school,

and though they cannot be said to value education as we could wish, yet they do value it to a much greater extent than is commonly supposed, and will make sacrifices, and give their children a good education when the means of doing so are placed in their power. Abundant proof is afforded of this by the King's Somborne school, and, under ordinary circumstances, by other good schools; but when the efficient state of the former, and the high repntation in which it is held by the parents of the children who are educated in it, are mentioned as encouragements to teachers and managers of other schools, the announcement is generally received with a mysterious shake of the head, which implies that, though such a school may flourish amongst the labourers in Hampshire, yet it would be impossible to establish one of a like character, or even in some degree approaching to it, amongst the rural population of Lincolnshire and Nottinghamshire. The general belief, in regard to the King's Somborne school, seems to be this,—that there is, as it were, some charm connected with it, something peculiar in its constitution, something which does not nor ever will apply to any other school, and that this undefinable something is the cause of its success. I have not the pleasure of knowing Mr. Dawes, to whom I must apologize for this mention of his name, nor have I inspected his school, the state of which I am conversant with only from his own books and the reports of others, but I apprehend that, from the first, he was deeply impressed with the conviction that the parents of the children would value a good education when the means of obtaining it were placed in their power, and I may be permitted to express my opinion that this conviction was an important element in the determination to persevere in his efforts for promoting the true interests of those whose good fortune it is to have such a mastermind amongst them. It is scarcely to be expected that the majority of our National schools can at present be raised to that degree of efficiency which is exhibited by the school at King's Somborne; but a much closer approximation might be made to it, by means of properly-trained teachers, in connexion with a vigorous and enlightened superintendence.

Few of the teachers of elementary schools in the East Midland district have received any adequate training. The method adopted to supply this deficiency is not unfrequently this:—a person who is about to take charge of a school is sent to some large school in the neighbourhood to learn what is called "the system," though what this system is I never could understand, unless it is called *par excellence* "the system;" he remains in the school two months, or even for a shorter period; during this time some knowledge is acquired of certain mechanical class movements,—of drilling the children to sit down or to rise up, simultaneously, at the word of command,—of dismissing them in

an orderly and rapid manner;—all this being very well in its place and necessary to be known, but it is not the sort of training that is in itself exactly calculated to develope the mental faculties of the future schoolmaster, or of those whom he will have hereafter to instruct:—to these acquirements there will probably be added some smattering of grammar and geography. These trained teachers then take charge of their schools; it is not difficult to predict what will be the results of such training—they may be found in every Report published by the Committee of Council on Education.

It is to be regretted that there is no training institution for masters in the East Midland district. The town of Derby is well situated for such an institution; the position is central, and there are the means of communication with all parts of the district by railways. It is satisfactory to be able to report that a training-school for mistresses is about to be built in this town.

In speaking of the inadequate supply of properly-trained teachers, and of the want of an institution in this district for that purpose, I cannot avoid mentioning the earnest and persevering efforts of the Rev. L. Fry, of Leicester, who for a long period has devoted himself to the gratuitous instruction of young persons, both male and female, who are desirous of becoming teachers; he has been the means of bringing forward many intelligent persons of both sexes, who are likely to do well as teachers, and who owe to Mr. Fry a deep debt of gratitude for the sound and solid instruction which they have received from him; but it is obvious (and no one would be more ready to acknowledge this than Mr. Fry himself) that no individual efforts, however vigorous and enlightened, can ever supply the place of a well-organized training institution, where the students are required to go through a regular course of study and discipline.

Of 33 masters who presented themselves at the examination in the Easter-week of 1848, 17 gained their certificates; four mistresses were successful on a similar occasion. The small number of the latter who were candidates is a significant token of the limited acquirements of the female teachers in this district.

It is satisfactory to be able to report favourably of the working of the pupil-teacher system. Improvements to a greater or less extent have taken place in most of the schools in which they have been apprenticed; the lower classes have had more care bestowed upon them; and the schools exhibit more life and energy than heretofore. The apprentices have, with some few exceptions, passed creditable examinations, and conducted themselves with propriety: the mode of examination, which I have adopted, has been that of printed questions, to which the pupil-teachers were required to write their answers; this being not only the best and fairest way of ascertaining their proficiency in

the various subjects prescribed for examination at the end of each year of the apprenticeship, but also a useful training for the examinations they will have to undergo, when they become candidates for Queen's Scholarships and certificates of merit. Upon the whole, the questions proposed to the pupil-teachers have not been answered with that fulness which, without being too discursive, shows an accurate knowledge of the subjects to which such questions refer. This deficiency may arise in some measure from the apprentices not being accustomed by their teachers to express their knowledge in writing: in some schools where this system had been adopted, the result of the annual examination was very satisfactory. I cannot report favourably of the skill of the apprentices in teaching: this was generally the least satisfactory part of the examination. Few of the masters are competent to give any positive instruction to their apprentices in this respect; nor have they impressed upon them the necessity of minutely questioning the children upon the meaning of what they read, which cannot be done effectually unless the pupil-teachers are daily accustomed to prepare beforehand the lessons that they are to give to their respective classes; this I find has seldom been the case.

In concluding this Report, I beg leave to observe how satisfactory it is to find that arrangements have been made for the regular inspection of all schools that are liable to it; the interruption to which, though unavoidable under the present system, has certainly been attended with some serious disadvantages.

I have the honor to be, &c.,

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

ENGLAND.

EAST MIDLAND DISTRICT.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, the Rev. J. J. BLANDFORD, *for the Years* 1848 *and* 1849.

INDEX to NAMES of SCHOOLS inspected in the COUNTIES of DERBY, HUNTINGDON, LEICESTER, LINCOLN, NORTHAMPTON, NOTTINGHAM and RUTLAND; and in CAMBRIDGESHIRE, NORFOLK, SUFFOLK, and LANCASHIRE.

N.B.—The numbers refer to the order in which the Schools are arranged in the following Tables.

COUNTY OF DERBY.

	1848	1849		1848	1849
Ashbourne	1	139	Hathersage	.	126
Alfreton	.	147	Hardwick	18	.
Aston-on-Trent	.	127	Holymonside	.	148
Bakewell	.	146	Ilkeston	19	121
Baslow	4	125	Longford	20	138
Beeley	2	.	Measham	.	123
Bolsover	.	131	Milford	11	.
Borrowash	3	118	Newhall	21	149
Boylestone	7	142	New Mills	22	.
Brampton	6	140	Ockbrooke	24	119
Brimmington	5	.	Osmaston	23	.
Brailsford	.	129	Repton	30	.
Buxton	.	150	Ripley	25	133
Chapel-en-le-Frith	8	141	Shardlow	26	130
Chesterfield, Victoria	9	128	Shirley	.	124
,, (National)	10	.	Spondon	27	117
Derby, Curzon-street	12	134	Smalley	29	132
,, St. Peter's	13	136	Stapenhill	32	120
,, Bag-lane	.	137	Sudbury	31	153
,, Trinity	14	135	Tideswell	.	145
Doveridge	15	152	Tansley	28	.
Edensor	16	151	Whitfield	.	144
Eaton (Little)	17	122			

COUNTY OF HUNTINGDON.

Connington	74	.	Stanground	77	.
Glatton	75	.	Stilton	78	.
Farcet	76	.	Upton	79	.

COUNTY OF LEICESTER.

Ashfordby	38	.	Leicester (County School)	33	.
Aylestone	42	.	Normanton-on-the-Heath	.	155
Broughton, Astley	.	168	Oadby	.	171
Barkestone	36	154	Quorndon'	.	166
Burbage	.	180	Queniboro	.	169
Belton	.	164	Rothley	.	165
Belgrave	40	.	Sharnford	.	179
Bowden (Great)	.	181	Sheepshed	.	163
Coalville	.	162	Sheepy Magna	.	177
Heather	.	157	Swepston	.	158
Harboro'	.	156	Stoke Golding	.	176
Higham-on-the-Hill	.	175	Stapleton	.	178
Hinckley	.	172	Thurmaston	41	.
Hugglescote	.	161	Thringston	.	160
Kegworth	37	.	Twyford	.	170
Kibworth, Harcourt	34	.	Waltham-on-the-Wolds	39	.
Kilworth, South	.	174	Wigstone	44	.
Knighton	.	.	Whitwick	.	159
Lutterworth	.	173	Woodhouse Eaves	.	167

COUNTY OF LINCOLN.

Barton-on-Humber	.	194	Owston	56	.
Colsterworth	59	197	Saxilby	58	199
Gainsboro'	52	201	Skirbeck	57	202
Grantham	53	98	Spalding	.	193
Grasby	.	205	Uffington	62	.
Huttoft	55	.	Ulceby	.	195
Messingham	54	200	Willoughton	63	.
Owersby	.	196	Winteringham	.	204
Orby	60	.	Wrawby	61	203

COUNTY OF NORTHAMPTON.

	1848	1849		1848	1849
Braybrooke	.	191	Northampton, St. Sepulchre's	51	186
Desborough	.	192	Naseby	45	190
Northampton (Blue Coat)	47	185	Oundle	46	.
,, (Central)	48	182	Rockingham	.	187
,, All Saints'	49	183	Titchmarsh	.	189
,, St. Katharine's	50	184	Wilbarston	.	188

COUNTY OF NOTTINGHAM.

Arnold	.	213	Newton-on-Trent	.	227
Blidworth	.	221	Newthorpe	.	224
Carrington	.	212	Nottingham, Trinity	68	.
Collingham	64	216	,, St. John's	69	.
Costock	.	223	Ollerton	67	214
Coddington	.	225	Radford	.	228
Dunham	.	211	Retford	70	.
Harworth	65	.	Southwell	.	222
Ison Green	.	219	Sutton Bonnington	71	218
Kingston-on-Soar	.	226	Sutton-in-Ashfield	72	220
Lenton	66	217	Worksop	73	.
Mansfield Woodhouse	.	215			

COUNTY OF RUTLAND.

Braunston	.	209	**Luffenham**	.	206
Hambleton	.	210	**Ryhall**	.	208
Ketton	.	207			

COUNTY OF CAMBRIDGE.

	1848	1849
Thorney	80	.

COUNTY OF NORFOLK.

	1848	1849		1848	1849
Aylsham	82	.	Norwich (Model)	85	.
Bergbapton	83	.	Ryburgh, Great	88	.
Blakeney	86	.	Rougham	90	.
Ditchingham	84	.	Ruston, East	.	.
Fakenham	87	.	Salehouse	89	.
Lynn, St. Margaret's	81	.			

COUNTY OF SUFFOLK.

Aldborough	100	.	Lowestoft (Arnott's)	92	.
Benhall	99	.	,, (National)	93	.
Bungay	95	.	,, (Infants')	94	.
Butley	101	.	Saxmundham	97	.
Debenham	103	.	Westleton	98	.
Halesworth	96	.	Witnesham	102	.
Lowestoft (Wilde's)	91	.			

COUNTY OF LANCASTER.

Ashton-under-Lyne	112	.	Liverpool, St. Martin's	109	.
Eccleston, St. Thomas'	113	.	,, St. Mark's	110	.
Liverpool, Naylor-street	104	.	Manchester, St. James'	111	.
,, Edgehill	105	.	Ormskirk	114	.
,, St. Augustine's	106	.	Wray-with-Botton	115	.
,, Christ Church	107	.	Worsley	116	.
,, Windsor	108	.			

TABULATED REPORTS, in detail, by H. M. Inspector of Schools, Rev. J. J. BLANDFORD, on SCHOOLS inspected by him in EAST MIDLAND DISTRICT of ENGLAND, in Year 848.

DERBYSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scripture.	No. of Children Reading: Books of General Information.	No. of Children Writing: On Slates: From Copies.	No. of Children Writing: On Slates: From Dictation or Memory.	No. of Children Writing: On Slates: Abstracts or Composition.	No. of Children Writing: On Paper: From Copies.	No. of Children Writing: On Paper: Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	No. of Children learning Arithmetic: Addition.	No. of Children learning Arithmetic: Subtraction, Multiplication, and Division.	No. of Children learning Arithmetic: Compound Rules and Reduction.	No. of Children learning Arithmetic: Proportion and Practice.	No. of Children learning Arithmetic: Fractions and Decimals.	No. of Children learning other Subjects: Geography.	No. of Children learning other Subjects: Grammar.	No. of Children learning other Subjects: History of England.	No. of Children learning other Subjects: Vocal Music, from Notes.	No. of Children learning other Subjects: Linear Drawing.	No. of Children learning other Subjects: Geometry.	No. of Children learning other Subjects: Mensuration.	No. of Children learning other Subjects: Algebra.
1. Ashbourne. . . Boys'	1	July	.	.	80	.	.	76	24	26	12	4	17	25	.	37	.	10	14	20	.	8	5	36	13	13	.	.	.	.	.
(June 20) Girls'	.	.	4936	250	84	.	.	82	22	38	30	2	16	22	.	44	.	.	22	22	.	.	.	.	22	13	.	.	.	.	.
2. Beeley . . . . Mixed	.	.	500	70	60	.	.	64	22	24	18	2	10	10	.	30	.	.	24	6	4	.	.	10	8	.	.	.	.	.	.
3. Borrowash . . Infants' (Oct. 14)	1	Oct.	.	100	56	.	.	56	39	17	.	.	12	7	.	15	.	.	15	2	5	.	.	17	7	.	.	.	.	.	.
4. Baslow . . . . Boys'	1	.	2000	130	35	.	.	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(April 19) Girls'	1	.	.	.	30	.	.	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5. Brimington . . Mixed (Sept. 5)	.	.	1200	100	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6. Brampton . . . Boys'	1	July	.	.	61	.	.	39	9	23	7	1	13	8	.	26	.	.	18	8	.	.	1	.	.	.	.	.	.	.	.
(June 16) Girls'	.	.	3000	200	52	.	.	34	14	15	5	2	6	5	.	14	.	.	.	.	.	.	.	5	2	.	.	.	.	.	.
7. Boylestone . . Mixed (Sept. 8)	1	Sept	340	64	60	.	.	42	8	21	9	4	8	15	.	16	.	.	14	10	5	2	1	10	10	.	.	.	.	.	.
8. Chapel-en-le-Frith. . (June 19) . . Boys'	1	July	.	.	70	.	.	75	.	43	23	4	23	38	.	62	.	.	5	55	11	3	1	44	18	18	.	.	.	.	.
Girls'	.	.	3199	360	45	.	.	43	.	22	17	4	30	14	.	36	.	.	14	21	7	.	.	16	16	16	.	.	.	.	.
9. Chesterfield Victoria Schools . . . . Boys'	1	June	.	.	96	.	.	82	20	22	28	13	30	10	10	42	.	20	18	22	10	10	1	50	50	18	.	.	.	.	.
(June 14) Girls'	.	.	11330	300	64	.	.	55	12	23	16	4	26		.	19	.	.	.	12	.	.	.	12	.	.	.	.	.	.	.
10. Chesterfield, National Schools . . . . Boys'	.	.	.	200	80	.	.	41	22	12	7	1	10	7	.	9	.	.	.	7	6	.	.	7	.	7	.	.	.	.	.
(June 15) Girls'	.	.	.	200	47	.	.	23	10	8	5	1	6	5	.	9	.	.	.	5	.	.	.	.	5	5	.	.	.	.	.
11. Milford (December 12)	2	Dec.	.	350	190	.	.	109	23	39	38	10	39	35	.	48	.	.	60	20	18	7	.	109	48	25	.	.	.	1	.

NAME OF SCHOOL.	ANNUAL INCOME. From Local Endowments.	From Local Subscription.	From Local Collections.	From School Pence.	From other sources, (if any).	Total.	ANNUAL EXPENDITURE. Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers, (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Ashbourne	12 10 0	42 0 0	15 0 0	10 15 0	. .	80 5 0	50 0 0	28 0 0	. .	. .	5 10 0	2 10 0	3 5 0	1 10 0	90 15 0	0 11 0½
Beeley	. .	. .	. .	10 0 0	. .	. .	30 0 0	30 0 0	. .	. .	4 10 0	. .	. .	. .	64 10 0	1 1 6
Borrowash	. .	1 10 0	. .	16 10 10	8 16 6	26 17 4	. .	. .	21 10 10	3 0 0	0 13 6	1 7 0	. .	0 6 0	26 17 4	0 9 7
Baslow	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Brimington	. .	20 0 0	5 0 0	28 0 0	. .	53 0 0	60 0 0	. .	. .	. .	4 10 0	4 0 0	1 10 0	. .	71 0 0	. .
Brampton	. .	14 0 0	12 0 0	43 0 0	. .	69 0 0	33 0 0	35 0 0	12 10 0	1 16 0	. .	. .	. .	28 0 0	130 6 0	1 3 0½
Boylestone	. .	20 0 0	8 0 0	20 0 0	5 0 0	53 0 0	£40 (Mast. & mistress)	. .	. .	. .	3 10 0	2 10 0	0 5 0	0 5 0	46 10 0	0 15 6
Chapel-en-le-Frith	27 10 0	41 6 0	29 3 6	51 6 10	. .	149 6 4	32 0 0	40 0 0	42 0 0	2 10 0	11 11 9	4 5 0	5 15 3	11 1 8	149 13 8	1 6 0
Chesterfield, Victoria	. .	55 4 10	. .	18 3 2	. .	73 8 0	. .	. .	. .	. .	5 0 0	4 10 0	0 10 0	1 16 0	. .	. .
Chesterfield, National	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Milford	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

GENERAL OBSERVATIONS.

Ashbourne.—The average attendance in both schools has increased since last year. The first class of boys passed a fair examination, but the lower classes still continue in the same unsatisfactory state: few in the second class could do a sum correctly in simple subtraction, or write down figures correctly from dictation. A slight improvement has taken place in the girls' school, but it is still ill supplied with books and apparatus, and the children are very deficient in arithmetic.

Beeley.—Boys and girls under a master and mistress, the former of whom gives the principal part of the instruction. The school is ill supplied with proper reading books. The master has taken pains with his pupils to the best of his ability.

Borrowash.—An infant school, the efficient state of which does credit to the mistress.

Baslow.—Two pupil-teachers have been apprenticed, one in the boys', the other in the girls' school. The school was examined and reported on in September, 1847.

Brimington.—Shut up on the day of my visit; the master (who has gained his certificate) having left in consequence of an intended reduction of his salary. No adequate means of instruction for either sex is provided in this locality.

Brampton.—A new master has recently been appointed; the girls' school did not exhibit that degree of improvement which I anticipated, but the number of infants is a serious drawback to the exertions of the mistress.

Boylestone.—An improvement has taken place since last inspection: this appears to be owing as much to the exertions of the clergyman and his family, as to those of either master or mistress.

Chapel-en-le-Frith.—The children in both schools are well instructed in Scripture, in which they passed a good examination. Care has been taken with all the classes by the master, who has been successful in his school, in which he has been materially assisted by the superintendence of the clergyman. The girls' school has not made much progress. The infants are well taught by an active and intelligent mistress.

Chesterfield, Victoria.—The room has been fitted up with parallel desks since the last inspection. Both boys and girls have an excellent knowledge of Scripture. The first class of boys answered well in grammar and geography, wrote well from dictation, and worked sums correctly in compound rules, practice, and proportion; the junior classes also passed a creditable examination. The girls are by no means so forward as the boys, but they are very young, most of the elder ones having left at Easter. The mistress, who is an excellent teacher, has charge of boys and girls: her unwearied exertions for the moral and intellectual improvement of those committed to her care, are worthy of all praise.

Chesterfield, National.—The boys' school is a large cheerless room, ill supplied with books and apparatus: the children were ignorant and ill taught, dirty and untidy in their dress. The girls had been better instructed in Scripture than the boys, and were neat and clean. The contrast which these children present to those in the Victoria School, in regard to their attainments, is very striking.

Milford.—A partially mixed school under a master and mistress: the first class passed a fair examination, but neither the lower classes of boys or girls have been sufficiently questioned upon the meaning of what they read: there is an average attendance of 190, of these, 110 attend the school only half the day; the whole number of children who are reading easy narrative, Holy Scripture, &c., does not appear in the annexed table. I did not examine the infant school.

DERBYSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is required.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children. Writing: On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts of Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	No. of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
12. Derby, Curzon Street (July 31). . . Boys'	8	Aug	.	.	210	.	.	224	70	106	34	12	91	63	14	73	.	30	63	64	14	15	3	132	73	25	.	.	.	3	.
Girls'	2	.	13000	600	170	.	.	177	68	79	17	13	82	36	5	27	.	.	48	22	14	2	.	64	64	.	.	.	.	.	.
13. Derby, St. Peter's (Aug. 1) . . . Boys'	4	Aug	.	.	150	.	.	117	28	58	28	13	22	43	8	82	.	.	19	16	10	25	5	51	35	36	.	.	.	5	.
Girls'	.	.	11000	260	100	.	.	96	50	35	9	.	4	7	.	42	.	.	12	4	.	.	.	12	12	12	.	.	.	.	.
14. Derby, Trinity (Aug. 3) . . . Boys'	4	Sept	.	.	160	.	.	176	40	86	30	21	41	79	12	96	.	.	34	27	54	20	5	96	52	52	.	.	.	4	.
Girls'	3	.	5000	400	150	.	.	156	68	77	40	25	59	68	2	77	.	.	38	22	20	6	.	49	27	54	.	.	.	.	.
15. Doveridge . . Girls'	1	Sept	816	93	33	.	.	38	.	22	12	4	19	11	5	.	.	.	4	7	8	.	.	16	19	.	.	.	.	.	.
(Sept. 7) Infants'	1	Sept	.		40	.	.	40	.	.	.	.	.	.	.	+	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
16. Edensor . . . . Boys'	1	.	.	90	39	15	18	38	16	10	7	5	16	4	11	11	11	.	16	7	7	9	.	22	22	22	38	.	.	.	.
(Oct. 11) Girls'	1	Oct	746	90	40	.	.	32	.	15	11	6	15	14	.	8	9	.	15	8	9	.	.	17	17	9	22	.	.	.	.
17. Eaton (Little) (Sept. 6) Boys'	1	Sept	712	120	30	.	.	29	3	16	8	2	7	9	.	19	.	.	13	12	3	.	1	12	12	12	.	.	.	1	.
18. Hardwick. . . Mixed (Dec. 22)	.	.	678	56	40	12	.	51	12	12	8	8	23	20	.	27	.	.	.	4	4	6	.	12	11	12	.	.	.	2	.
19. Ilkeston . . . . Boys' (Aug. 11)	1	.	5000	120	.	.	.	95	33	27	15	4	23	33	.	41	.	.	18	12	.	14	2	28	16	28	.	.	.	.	.
20. Longford. . . . Boys'	1	July	.	80	30	.	.	30	8	19	1	2	5	5	.	18	.	.	8	8	1	1	2	15	4	15	.	.	.	.	.
(June 22) Girls'			1249	70	40	.	.	42	15	20	3	1	8	3	.	18	.	.	10	.	.	.	.	8	8	8	.	.	.	.	.
21. Newhall . . . . Boys'	.	.	2000	100	45	.	.	38	25	10	2	1	17	8	.	11	.	.	8	5	.	1	.	.	.	.	.	.	.	.	.
(Dec. 8) Girls'	1	.	.	.	75	.	.	70	38	17	10	5	38	10	.	32	.	.	12	.	6	.	.	.	.	8	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collection.	From School Pence.	From other sources, (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teacher, (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Derby, Curzon-street	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	178 5 6	. .
Derby, St. Peter's																
Derby, Trinity																
Doveridge	. .	50 0 0	. .	25 0 0	. .	75 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Edensor	6 4 0	180 0 0	. .	11 18 9	. .	198 2 9	80 0 0	50 0 0	. .	. .	10 0 2	. .	5 0 0	0 15 9	145 0 0	1 16 8½
Eaton (Little)	. .	30 0 0	. .	20 0 0	. .	50 0 0	50 0 0	. .	. .	. .	6 0 0	. .	. .	. .	56 0 0	1 17 4½
Hardwicke																
Ilkeston	12 15 0	20 13 0	10 10 7	23 7 8	. .	67 6 3	58 0 0	. .	. .	. .	7 18 8½	2 11 0	2 2 11	7 18 3	78 10 10½	0 16 6½
Longford	32 0 0	25 0 0	. .	20 0 0	. .	77 0 0	40 0 0	15 0 0	. .	. .	. .	. .	. .	. .	55 0 0	0 15 8½
Newhall	. .	30 0 0	12 0 0	25 0 0	5 0 0	72 0 0	30 0 0	30 0 0	. .	. .	6 0 0	1 7 0	5 0 0	2 0 0	74 7 0	1 13 0½

GENERAL OBSERVATIONS.

Derby, National.—The whole school passed an examination which reflected great credit upon the master: attention has been paid to all the classes. The beneficial effects resulting from the apprenticeship of pupil-teachers to an earnest and efficient master are strikingly exhibited in this school. My anticipations in reference to an improvement in the girls' school have not been realized: the result of the examination was precisely the reverse of that of the boys; it was highly unsatisfactory, and reflected little credit upon the mistress.

Derby, St. Peter's.—The first class of boys, consisting of thirty-five, passed a good examination in Scripture, English History, and Geography, and displayed considerable proficiency in arithmetic; writing on slates and in copybooks good; the lower classes are ignorant and ill-taught, and have not had due care or attention bestowed upon them. The standard of instruction has been raised in the girls' school, and a slight improvement has taken place.

Derby, Trinity.—A marked improvement has taken place in reference to the lower classes in the boys' school; the exertions of the master, who is an able teacher, do him great credit. The number of infants in attendance at the girls' school is so great as to prove a serious hindrance to the exertions of the mistress; it is scarcely possible to go from one class to another without falling over the children: notwithstanding these disadvantages, the discipline is good, and the school in an improving state. An infant school is greatly needed.

Doveridge, Girls.—The children are well instructed in Scripture; the first and second classes passed a good examination; the third, amongst whom were some big girls, an indifferent one, notwithstanding the pains which had been bestowed upon them.

Doveridge, Infants.—The infant school still maintains its character for efficiency.

Edensor.—The first class of boys passed a fair examination; the lower classes are deficient in their knowledge of arithmetic, and have not had sufficient pains bestowed upon them; the discipline is bad. The girls' school has been subject to considerable disadvantages, arising from a change of mistresses, two of whom have been obliged to leave from ill health.

Eaton (Little).—The master of the boys' school was a pupil-teacher in the National school of Derby; he had only been five weeks in charge when I visited the school. No improvement since last inspection.

Hardwicke.—An endowed school, beautifully situated, under the patronage of the Duke of Devonshire; there is a good house and ample accommodation for boarders. The instruction is given by a master and his assistant; the latter obtained his certificate at Battersea: a few in the first class acquitted themselves tolerably, all the others were ignorant and ill-taught. The present arrangement of two masters is unsatisfactory and not necessary; one active and responsible master, with two pupil-teachers, would render this school really efficient, and thus accomplish the end contemplated by its founder.

Ilkeston.—The first class passed a fair examination, but I cannot report any improvement in reference to the lower classes. The discipline of the school is bad.

Longford.—A new master and mistress have been appointed: they have been in charge for four months only, and therefore were not responsible for the ignorance displayed by the lower classes in both schools.

Newhall.—The girls are taught by a mistress who has obtained her certificate; she has been but a short time in charge. The standard of instruction is low, but it probably will be raised, and the efficiency of the school promoted under the present mistress. I cannot report any improvement in the boys' school.

DERBYSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children				No. of Children Reading				No. of Children Writing				No. of Children learning Arithmetic.						No. of Children learning other Subjects.							
					For whom Accommodation is provided.	Not in ordinary attendance.	Admitted in the last 12 Months.	Who have left within the last 12 Months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
22. New Mills (Oct. 12)	Mixed	.	.	5000	300	41	.	.	26	15	18	5	3	12	8	.	14	.	.	4	1	2	3	1	11	11	11	.	.	.	.	.
23. Osmaston (June 21)	Boys'	.	.	.	.	40	.	.	36	.	17	14	4	1	25	.	35	.	11	.	11	4	9	11	25	25	25	35	.	.	.	.
	Girls'	.	.	200	100	20	.	.	29	.	21	8	.	7	2	.	13	.	.	10	.	.	.	.	.	.	.	.	.	.	.
24. Ockbrook (Oct. 13)	Boys'	3	Oct	.	.	.	.	.	76	.	44	19	8	28	40	.	48	.	.	29	13	18	14	2	34	34	34	.	.	.	.	.
	Girls'	.	.	1765	150	.	.	.	28	.	18	8	2	8	8	.	14	.	.	.	7	.	.	.	8	8	8	.	.	.	.	.
25. Ripley (June 26)	Boys'	1	July	2500	150	90	.	.	80	10	47	10	10	10	51	.	64	.	.	26	16	10	16	11	27	25	14	.	.	.	11	4
26. Shardlow (Dec. 13)	Boys'	2	Dec	1000	100	55	.	.	54	8	19	20	12	12	40	4	46	.	8	15	15	18	6	5	29	29	14	.	.	.	1	.
27. Spondon (Aug. 9)	Boys'	1	.	.	60	50	.	.	41	.	26	6	3	20	15	.	13	.	.	8	10	6	3	.	13	.	7	.	.	.	.	.
	Girls'	1	.	1954	40	40	.	.	31	3	16	8	4	17	15	.	14	.	8	15	.	.	.	.	14	14	14	.	.	.	.	.
28. Tansley (June 23)	Mixed	.	.	560	100	77	.	.	77	29	31	10	5	22	10	.	21	.	.	20	6	6	1	.	14	3	14	.	.	.	.	.
29. Smalley (Sept. 6)	Boys'	2	Sept	.	70	53	.	.	52	.	30	16	6	19	29	.	31	.	.	19	20	6	5	2	31	31	15	31	.	.	.	.
	Girls'	.	.	2000	.	21	.	.	21	7	6	8	.	12	2	.	14	.	.	14	.	.	.	.	.	.	.	.	.	.	.	.
30. Repton (Dec. 8)	Boys'	.	.	2000	100	50	.	.	55	20	17	12	2	24	26	.	22	.	.	14	10	7	3	.	20	.	.	.	.	.	.	.
	Girls'	.	.	.	100	40	.	.	37	19	15	6	2	7	15	.	24	.	.	15	1	1	.	.	2	2	.	.	.	.	.	.
31. Sudbury (Aug. 7)	Boys'	.	.	620	250	35	.	.	37	2	14	14	7	9	9	.	22	.	9	6	12	6	3	.	22	22	9	.	.	.	.	.
	Girls'	2	.	.	.	45	.	.	61	16	10	18	16	19	45	.	25	.	6	26	8	5	.	.	34	32	19	19	.	.	.	.
32. Stapenhill (Aug. 10)	Boys'	1	Sept	2000	168	60	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Girls'	1	.	.	.	40	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other Sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
New Mills	. .	30 0 0	15 10 8	28 1 6	. .	73 11 8	65 0 0	13 0 0	. .	. .	4 12 3	. .	1 6 11	5 18 4	93 4 11	2 6 5½
Osmaston	. .	30 0 0	. .	28 10 10	4 15 10	95 6 8	50 0 0	30 0 0	. .	. .	9 14 3	5 6 5	. .	0 16 0	95 6 8	1 11 9½
Ockbrooke	. .	81 15 4	. .	71 7 0	5 0 0	159 2 4	55 0 0	25 0 0	28 0 0	6 0 0	3 10 3	3 10 10	1 15 11	10 10 0	130 7 8	1 5 0
Ripley	. .	23 13 6	. .	65 0 0	. .	88 13 6	75 0 0	. .	. .	. .	5 0 0	3 0 0	1 16 0	. .	84 16 0	0 18 11
Shardlow	. .	. .	. .	. .	. .	72 0 0	2 0 0	. .	. .	. .	. .	. .	. .	. .	72 0 0	1 6 3
Spondon																
Tansley	. .	5 0 0	. .	32 0 0	. .	37 0 0	32 0 0	. .	. .	. .	. .	. .	. .	. .	32 0 0	0 8 3½
Smalley	38 0 0	11 0 0	11 4 0	15 0 0	. .	125 4 0	55 0 0	. .	. .	. .	5 0 0	2 10 0	2 0 0	1 5 0	65 15 0	0 17 9
Repton	. .	24 0 0	13 0 0	15 0 0	48 0 0	100 0 0	50 0 0	40 0 0	. .	. .	5 0 0	5 0 0	. .	. .	100 0 0	1 2 2½
Sudbury																
Stapenhill																

GENERAL OBSERVATIONS.

New Mills.—A mixed school, under a master and mistress; there is an average attendance of 11 girls and 26 boys, accommodation being provided for 300. At the time of my visit the master was going to leave, and there seemed to be every probability of the school being shut up for want of the necessary funds.

Osmaston.—A good village school, which is greatly indebted to the liberality of F. Wright, Esq. I cannot report anything in favour of the girls' school, the mistress of which is going to leave.

Ockbrooke.—The boys' school maintains its character for efficiency; the girls' remains in the same unsatisfactory state as last year. I did not examine the infant school.

Ripley.—This school is deficient in order and discipline; the children's knowledge of Scripture is still unsatisfactory, and the lower classes require more care and attention.

Shardlow.—A good school, the state of which reflects great credit upon the master; the new building, containing a master's house and school-rooms for boys and girls, is nearly completed.

Spondon.—The greater part of the boys were at work in the fields on the day of examination; it was not possible, therefore, to ascertain what progress had been made during the past year. The lower classes in the girls' school passed a satisfactory examination. There is an infant school, the mistress of which is an intelligent teacher.

Tansley.—Slightly improved since the last inspection, but the lower classes are still very ignorant; many of the boys attend for only half the day, the other half being spent in the mills.

Smalley.—An endowed school, which has received a grant from the Committee of Council towards repairs; the school is in an improving state, and is likely to be an efficient one under the active and able superintendence of the curate.

Repton.—A large portion of the expense of this school is defrayed by the clergyman. A new master has been appointed since the first inspection. I cannot report favourably of either school.

Sudbury.—The girls' school, a favourable report of which was made in 1847, has increased still more in efficiency; the children have a good knowledge of Scripture, and are intelligently taught in other respects. They should acquire a more distinct articulation in reading. The master of the boys' school has exerted himself for the improvement of his scholars, and he has succeeded.

Stapenhill.—The first class of boys passed a good examination, particularly in arithmetic; the lower classes, apparently, have had little care bestowed upon them. The first class of girls answered satisfactorily in Scripture, but in nothing else. No improvement in the junior classes: whole school deficient in arithmetic.

LEICESTERSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Teachers			No. of Children					No. of Children Reading				No. of Children Writing					No. of Children learning Arithmetic.						No. of Children learning other Subjects.							
	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
33. Leicester County School, St. Nicholas (Nov. 27) . . Boys'	.	Dec.	60000	400	190	.	.	185	88	55	22	20	44	79	7	113	.	.	65	15	16	12	.	48	29	29	.	.	.	5	5
Girls'	.	.	.	.	120	.	.	85	40	34	11	.	33	21	.	28	.	.	17	11	.	.	.	.	.	.	.	.	.	.	.
34. Kibworth Harcourt (Nov. 29) . . Boys'	2	Jan.	1740	100	70	.	.	66	22	25	14	5	21	27	4	23	.	10	11	16	11	4	2	23	23	17	33	.	.	.	.
Girls'	.	.	.	120	74	.	.	85	21	27	23	12	7	39	8	48	.	.	31	15	8	3	.	26	26	26	20	.	.	.	.
35. Scalford . . . . Boys'	.	.	517	70	.	.	.	9	4	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(June 30) Girls'	.	.	.	50	.	.	.	30	23	11	7	.	6	.	.	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
36. Barkestone . . . Boys'	.	.	403	60	27		.	34	.	18	14	2	13	15	.	21	.	.	10	5	10	2	.	15	.	.	.	.	.	.	.
(July 5) Girls'	.	.	.	60	38	.	.	64	10	31	17	3	20	26	.	26	.	.	26	.	.	.	.	.	.	.	.	.	.	.	.
37. Kegworth . . . Boys'	.	.	1945	.	50	.	.	48	16	26	6	.	18	3	.	18	.	.	.	12	.	.	.	12	.	.	.	.	.	.	.
(July 6) Girls'	.	.	.	.	100	.	.	94	49	40	5	.	20	6	.	11	.	.	10	8	.	.	.	.	.	.	.	.	.	.	.
38. Ashfordby . . . Boys'	.	.	480	70	40	.	.	37	15	13	8	.	6	10	.	18	.	.	10	8	.	.	.	10	.	.	.	.	.	.	.
(July 2) Girls'	.	.	.	70	50	.	.	50	22	14	6	.	8	16	.	20	.	.	.	12	.	.	.	12	.	.	.	.	.	.	.
39. Waltham-on-the-Wolds (July 10) . . . Boys'	.	.	768	100	40	.	.	29	7	11	8	2	7	17	.	21	.	.	7	2	6	2	4	21	21	14	4	.	.	.	.
Girls'	.	.	.	100	20	.	.	20	3	11	8	.	6	11	.	11	.	.	.	11	.	.	.	11	.	.	.	.	.	.	.
40. Belgrave . . . Boys'	.	.	2000	60	.	.	.	26	8	12	9	.	8	9	.	18	.	.	8	4	4	.	.	10	10	10	.	.	.	.	.
(July 14) Girls'	.	.	.	.	.	.	.	24	10	8	6	.	.	6	.	9	.	.	10	4	.	1	.	.	.	.	.	.	.	.	.
41. Thurmaston . . Mixed	.	.	1300	110	80	.	.	70	31	25	14	.	27	9	.	12	.	.	21	1	.	.	.	28	.	.	.	.	.	.	.
(July 17) Infants'	.	.	.	110	80	.	.	.	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
42. Aylestone . . . Boys'	.	.	800	100	39	.	.	38	17	12	8	1	9	13	.	12	.	.	6	9	4	.	.	7	.	7	.	.	.	.	.
(July 18) Girls'	.	.	.		31	.	.	33	17	7	9	.	14	10	.	10	.	.	.	10	.	.	.	4	.	4	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription	From Local Collection.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Leicester County School	. .	505 15* 1	. .	25 3 8	. .	530 18 9	50 0 0	40 0 0	. .	. . .	36 19 4	9 14 3	30 0 3	30 13 0	197 9 7	0 12 8½
Kibworth Harcourt	. .	22 10 0	. .	40 0 0	. .	62 10 0	30† 0 0	20† 0 0	. .	8 0 0	4 10 0	3 0 0	2 10 0	. .	68 0 0	0 9 5½
Scalford																
Barkestone	25 0 0	2 2 0	. .	17 0 0	5 0 0	49 2 0	50 0 0	30 0 0	. .	. .	2 0 0	2 10 0	7 0 0	. . .	91 10 0	1 8 1½
Kegworth	14 8 4	5 0 0	12 15 2	35 0 0	. .	66 18 6	50 0 0	. . .	30 0 0	. .	7 1 4	2 7 11	5 5 3	5 14 9	100 9 3	0 13 4½
Ashfordby																
Waltham-on-the-Wolds	13 16 3	26 5 6	10 0 0	. .	. .	50 1 3	40‡ 0 0	10 0 0	. .	. .	1 0 8	2 0 0	. .	. .	58 0 0	0 17 8
Belgrave																
Thurmaston	10 0 0	5 0 0	14 0 0	12 0 0	. .	41 0 0	. .	. .	. .	. .	. .	2 10 0	9 10 0	0 9 3	. .	. .
Aylestone	. .	33 0 0	. .	25 0 0	. .	58 0 0	. .	. .	. .	. .	. .	. .	9 4 0	. .	. .	. .

* Balance together with Subscriptions. † Plus Board and Lodging. ‡ And 1s. 6d. per quarter for every boy in the School.

GENERAL OBSERVATIONS.

Leicester County School.—The boys' school has improved since the last inspection, more care has been taken with the junior classes; the standard of instruction has been somewhat raised, and some secular books have been introduced. The girls' school remains in the same unsatisfactory and inefficient state. Both schools are supported chiefly by contributions to a considerable amount from noblemen and gentry living in the county of Leicester.

Kibworth Harcourt.—The boys passed a satisfactory examination. This is a promising village school, and owes much of its efficiency to the active superintendence of the clergyman. The girls were very deficient in arithmetic. In other respects the result of the examination was satisfactory.

Scalford.—I found nine boys of 7 or 8 years of age in a dirty, dark room, with the floor strewed with sawdust: they were very ignorant. The girls' school is a small ill ventilated room: the instruction is confined principally to Scripture, of which they were very ignorant. Owing to the absence of the clergyman, notice had not been given to the master or mistress of my visit.

Barkestone.—The master has been for a short time only in charge of the school, and therefore he has not had time to do much towards the improvement of his scholars: the children in both schools have been fairly instructed in Scripture. The mistress took charge of her school on the day of the inspection.

Kegworth.—A new master has been recently appointed to the boys' school. The number of infants in the girls' school has impeded the exertions of the mistress.

Ashfordby.—The boys are ignorant and ill taught; the girls passed rather a better examination, but there was not much difference between them. The mistress has only been two months.

Waltham-on-the-Wolds.—A remarkably handsome and well-arranged building, especially in reference to the fittings of the two school-rooms. The first class of boys had a fair knowledge of Scripture, and some acquaintance with English history, grammar, and geography. The girls' school is inferior to the boys'.

Belgrave.—The standard of instruction is low, and the school is ill supplied with books and apparatus. There is an average attendance of 50 out of a population of 2,000. The master has been half a year in charge; he has taken pains with his scholars. The mistress has been recently appointed. The children in both schools were very ignorant.

Thurmaston.—A mixed school, under a master who has been two years in his situation. Only 9 out of 28 in the first class could write from dictation; few in the second class could write their names. The children are allowed to come free, which, as might be expected, has proved disadvantageous to the school. There is an infant school below the boys' room. I cannot speak favourably of the competency of either master or mistress.

Aylestone.—Boys and girls in one room, under a master and mistress. The standard of instruction is low, but the children have been fairly and honestly taught.

LEICESTERSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children					No. of Children Reading				No. of Children Writing					No. of Children learning Arithmetic.							No. of Children learning other Subjects.							
					For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
43. Knighton (July 19)	Mixed	.	.	400	100	30	.	.	39	26	14	1	.	4	3	.	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
44. Wigstone (July 20)	Boys'	.	.	2000	.	49	.	.	39	13	20	6	.	19	19	.	10	.	.	11	3	3	1	1	8	8	4	.	.	.	.	.
	Girls'	.	.	.	.	41	.	.	40	21	13	6	.	19	6	.	5	.	.	8	.	.	.	.	.	.	.	.	.	.	.	.
NORTHAMPTONSHIRE.																																
45. Naseby (July 11)	Boys'	1	July	890	70	50	.	.	40	15	23	2	.	9	15	.	14	.	10	4	.	.	1	.	.	.	.	.	.	.	.	.
	Girls'	.	.	.	70	39	.	.	42	23	11	8	.	.	9	.	26	.	.	8	8	5	.	13	13	.	.	.	.	.	.	.
46. Oundle (Dec. 15)	Boys'	2	Dec.	3000	280	55	.	.	55	.	31	16	7	16	28	.	23	.	.	34	15	5	2	1	39	23	8	.	.	.	.	.
	Girls'	2	Dec.	.	.	50	.	.	58	.	43	12	3	29	11	.	29	.	20	29	23	6	.	.	58	29	.	.	.	.	.	.
47. Northampton, Blue Coat (Sept. 12)	Boys'	.	.	23000	130	38	23	9	37	.	15	10	12	.	26	6	37	.	7	.	11	14	7	2	32	32	15	.	.	.	3	.
48. Northampton, Central (Oct. 30)	Boys'	4	Oct.	23000	200	180	.	.	168	71	65	18	8	70	67	.	52	.	.	64	19	11	2	5	57	18	18	.	.	.	.	.
	Girls'	4	.	.	200	130	.	.	120	58	46	10	8	62	24	.	28	.	.	62	10	4	.	.	59	58	.	.	.	.	.	.
	Infants'	.	.	.	.	.	.	.	151	120	25	7	.	.	.	.	15	.	.	20	2	.	.	.	23	.	.	.	.	.	.	.
49. Northampton, All Saints' (Oct. 31)	Boys'	5	Nov.	7000	500	120	.	.	166	57	76	23	10	55	104	.	82	.	.	61	24	16	20	4	77	43	.	.	.	.	.	.
	Girls'	5	Nov.	.	.	118	.	.	115	24	55	22	14	68	57	.	60	.	.	34	40	13	4	.	57	36	.	.	.	.	.	.
	Infants'	.	.	.	.	90	.	.	90	78	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50. Northampton, St. Katharine's (Nov. 1)	Girls'	1	Nov.	3800	190	30	.	.	34	7	19	8	.	14	10	.	20	.	.	.	9	.	2	.	12	.	.	.	.	.	.	.
	Infants'	1	Nov	.	.	90	.	.	101	78	23	.	.	18	5	.	2	.	.	13	3	.	.	.	13	.	.	.	.	.	.	.
51. Northampton, St. Sepulchre's (Nov. 2)	Boys'	.	.	7000	400	54	.	.	77	25	40	9	2	29	25	.	23	.	.	26	12	7	4	.	26	13	.	.	.	.	.	.
	Girls'	.	.	.		60	.	.	47	38	5	4	.	12	.	.	5	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collection.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers, (if any), not being 4 Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total	
Knighton Wigstone	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
NORTHAMPTONSHIRE.																
Naseby Oundle	. .	85 13 0	. .	. .	. .	85 10 0	30 0 0	30 0 0	. .	8 8 0	2 10 0	. .	. .	2 8 0	93 6 0	1 0 11¼
Northampton, Blue Coat	109 0 0	31 0 0	. .	15 0 0	10 0 0	165 0 0	0 0 0	. .	. .	. .	16 0 0	5 0 0	12 0 0	71 0 10*	174 0 0	4 11 6¾
,, Central	. .	168 17 6	8 14 3	113 0 3	7 19 6	298 11 6	12 2 4	49 9 2	70 2 5	. .	8 1 5	9 17 0	. .	14 15 1	244 6 5	0 11 1¾
,, All Saints	. .	64 12 0	32 19 3¼	124 0 4	19 13 10	241 5 5	92 6 2	50 0 0	27 14 8	. .	21 11 0	4 0 6	14 5 11	22 7 4	231 14 7	0 14 1¾
,, St. Katharine's	. .	13 9 7	16 12 4¼	30 8 10	8 0 0	68 10 9¾	. .	40 0 0	45 0 0	15 0 0	2 16 11	4 10 0	6 13 7	7 15 9	121 16 3	0 18 7
,, St. Sepulchre's	. .	25 17 0	10 0 0	47 8 1	5 0 0	88 5 1	13 0 0	22 10 0	. .	. .	1 5 6	5 17 8	1 5 2	2 6 3	86 4 7	0 15 10¢

GENERAL OBSERVATIONS.

Knighton.—Boys and girls under a mistress; the children were very ignorant of Scripture, to which the instruction is chiefly confined. There were several maps in the room, but little use had been made of them: they were covered with dust and rolled up. At the time appointed for the examination, nine childrn were present; in the course of an hour 20 more dropped in, one by one, with various excuses for being late, which were received by the mistress apparently as a matter of course.

Wigstone.—The greater part of the first class of boys was absent on the day of inspection. The children were ignorant of Scriptnre, spelled badly, and could do little or nothing in arithmetic. Writing in copy-books good. The girls' school is in a still more inefficient and unsatisfactory state; half their time, at least, is spent in seaming stockings, which are sent to Leicester for sale.

Naseby.—The children in both schools are ignorant and ill taught.

Oundle.—The first class of boys passed a fair examination, but I cannot report favourably of the lower classes. The girls' school is slightly improved, but it is not in a satisfactory state.

Northampton, Blue Coat.—An endowed school, taught by a master from Battersea, who obtained a high certificate of merit; he has improved his school, which was in a most inefficient state when he took charge of it.

Northampton, Central, Boys.—In the last Report of this school it was stated that the master had not been successful in regard to the lower classes. I have to report the same again this year; the children are very deficient in religious knowledge.

Northampton, Central, Girls.—The girls' school has not been inspected before, but I have reason to believe that it is improved since last year, and that the standard of instruction has been somewhat raised. There is a great deficiency of proper books and apparatus. The infant school is not in a satisfactory state; it requires to be completely remodelled; there are many children in it who are too old for an infant school.

Northampton, All Saints.—An improvement has taken place since last year; greater care and attention tion have been paid to the lower classes through the assistance of pupil-teachers. The girls' school still maintains its character for efficiency, the mistress being indefatigable in her exertions for the improvement of those committed to her care.

Northampton, St. Katharine's.—A girls' school has been formed by selecting the elder children in the infant school, and a mistress has been appointed who gained her certificate of merit. The mistress of the infant school, whose exertions in cultivating the intelligence of her scholars are worthy of great praise, will now be able to devote herself entirely to theinfants.

Northampton, St. Sepulchre's.—Some improvement has taken place in the boys' school since the last examination. The girls' remain in the same inefficient state in which it has been ever since its establishment

LINCOLNSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children Writing: On Slates: From Copies.	No. of Children Writing: On Slates: From Dictation or Memory.	No. of Children Writing: On Slates: Abstracts or Composition.	No. of Children Writing: On Paper: From Copies.	No. of Children Writing: On Paper: Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	No. of Children learning Arithmetic: Addition.	No. of Children learning Arithmetic: Subtraction, Multiplication, and Division.	No. of Children learning Arithmetic: Compound Rules and Reduction.	No. of Children learning Arithmetic: Proportion and Practice.	No. of Children learning Arithmetic: Fractions and Decimals.	No. of Children learning other Subjects: Geography.	No. of Children learning other Subjects: Grammar.	No. of Children learning other Subjects: History of England.	No. of Children learning other Subjects: Vocal Music from Notes.	No. of Children learning other Subjects: Linear Drawing.	No. of Children learning other Subjects: Geometry.	No. of Children learning other Subjects: Mensuration.	No. of Children learning other Subjects: Algebra.
52. Gainsborough.. (June 9)	Boys'	2	June	8000	350	100	.	.	130	36	67	14	6	56	32	.	32	.	.	74	40	23	2	.	51	51	.	23	.	.	1	.
	Girls'	.	.	.	150	85	.	.	86	.	58	14	4	48	22	5	26	.	.	30	28	.	.	.	14	.	.	.	.	.	.	.
53. Grantham . . . (April 13)	Boys'	2	Apr.	8700	300	150	.	.	145	42	78	23	4	34	34	.	69	.	.	89	30	6	.	2	27	.	27	.	.	.	1	.
54. Messingham.. (June 12)	Mixed	1	June	1548	80	40	.	.	25	11	10	5	1	7	6	.	18	.	5	6	4	4	2	.	8	4	.	3	.	.	.	.
55. Huttoft	Boys'	1	Dec.	560	82	40	23	23	35	6	11	8	9	.	17	1	36	.	.	10	7	10	5	3	17	12	17	.	.	.	3	.
(Dec. 18)	Girls'	1	.	.		20	11	9	23	3	15	3	2	.	10	.	26	.	.	10	5	.	.	.	5	5	5	.	.	.	.	.
56. Owston. . . . (July 12)	Mixed	.	July	2000	140	73	.	.	70	30	20	18	4	14	23	.	44	.	.	.	19	10	6	4	6	8	3	12	.	.	2	.
57. Skirbeck. . . .	Boys'	2	July	15000	250	65	.	.	52	9	29	8	6	9	34	.	43	.	.	9	17	11	3	3	34	17	17	19	.	.	.	.
(July 3)	Girls'	.	.	.		55	.	.	55	24	13	8	.	12	.	.	19	.	.	17	2	.	.	.	.	.	.	.	.	.	.	.
58. Saxilby	Boys'	3	.	1149	100	95	.	.	63	17	30	18	4	20	29	5	50	.	.	16	22	7	3	4	14	14	14	.	.	.	.	.
(April 11)	Girls'	.	.	.	100	35	.	.	69	10	19	4	.	8	5	.	6	.	.	.	12	.	.	.	.	.	.	.	.	.	.	.
59. Colsterworth. .	Boys'	1	.	1017	100	50	.	.	60	3	12	15	30	10	38	7	47	.	.	12	29	10	3	3	44	44	22	.	.	.	1	.
(Apr. 14)	Girls'	.	.	.	.	30	.	.	37	10	10	10	6	6	13	.	21	.	.	14	7	2	.	.	21	.	7	.	.	.	.	.
60. Orby (Sept. 13)	Mixed	.	.	.	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
61. Wrawby. . . .	Boys'	1	Oct.	.	70	50	13	19	21	8	10	3	.	5	6	.	10	.	6	5	4	1	5	.	10	6	6	.	.	.	.	.
(Oct. 9)	Girls'	.	.	840	70	50	24	25	28	14	10	1	2	8	3	.	5	.	.	5	2	2	.	.	4	4	4	.	.	.	.	.
62. Uffington . . .	Boys'	.	.	550	40	20	.	.	20	10	6	3	.	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(April 17)	Girls'	.	.	.		20	.	.	20	8	7	5	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
63. Willoughton . (April 12)	Mixed	.	.	580	70	48	.	.	49	13	15	9	.	7	4	.	11	.	.	4	4	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.							Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription.	From Local Collection.	From School Pence.	From other sources, (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers, (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Gainsborough . . . Boys'	48 3 6	39 19 3	. .	. .	. .	88 2 9	60 5 0	. .	. .	. .	13 0 0	. .	21 5 7	11 3 0	105 13 7	1 1 1½
Girls'	12 0 0	30 0 0	. .	10 0 0	2 0 0	54 0 0	. .	40 0 0	. .	. .	4 10 0	5 10 0	8 0 0	6 0 0	64 0 0	0 15 0½
Grantham																
Messingham	. .	24 0 0	. .	18 18 0	. .	42 18 0	27 0 0	. .	. .	. .	. .	. .	2 0 0	14 14 6	43 14 6	1 1 10½
Huttoft	. .	20 0 0	. .	. .	5 0 0	25* 0 0	£59†		. .	. .	6 0 0	. .	. .	25 0 0	84 0 0	1 8 0
Owston	10 0 0	45 0 0	. .	10 0 0	. .	65 0 0	52 10 0	. .	. .	. .	3 0 0	3 10 0	5 0 0	. .	64 0 0	0 17 6½
Skirbeck	. .	60 0 0	18 0 0	31 0 0	. . .	109 0 0	50 0 0	30 0 0	2* 0 0	1 0 0	5 10 0	3 4 0	3 0 0	1 16 0	96 10 0	0 16 1
Saxilby	. .	15 10 0	14 0 0	46 3 8½	. .	80 13 8½	40† 0 0	. .	. .	. .	14 3 8	1 18 9	3 14 5	11 10 11	71 7 0	0 16 11½
Colsterworth	30 0 0	40 0 0	. .	20 0 0	. .	90 0 0	40 0 0	25 0 0	. .	. .	12 0 0	3 0 0	. .	10 0 0	90 0 0	1 2 6
Orby																
Wrawby	. .	16 4 6	. .	34 8 3	. .	50 12 9	22 4 0	22 4 0	. .	. .	3 10 0	. .	0 3 0	. .	48 1 0	0 9 7½
Uffington																
Willoughton																

* And the pence.

† Master and mistress.

GENERAL OBSERVATIONS.

Gainsborough.—A new master has been appointed: he has worked hard in his school, which he has already improved. The first class of girls answered nicely in Scripture, and very indifferently in everything else. My anticipations in reference to an improvement in this school have not, I regret to say, been realized.

Grantham.—An improvement has taken place under the new master, but the lower classes are still very ignorant. All the children are allowed to come free, an arrangement which certainly does not improve the efficiency of the school: a portion of the additional income derived from the children's pence might be advantageously expended in the purchase of books and apparatus, with which the school is not well supplied.

Messingham.—Mixed school, under a master: four children in the first class answered nicely in Scripture, and worked sums correctly in compound rules; the second class, whose ages varied from eight to nine, have not had their due share of the master's time and attention.

Huttoft.—The discipline of the boys' school is bad; there is a great want of order and method in the way in which the business of the school is carried on. The first class passed a fair examination, the junior classes a very indifferent one. A small room has been added for the use of the girls, whose examination was anything but satisfactory: several of the elder girls stayed away on the day of my visit, from fear of being examined.

Owston.—The master has not succeeded in effecting any improvement: I was much disappointed with the result of the examination.

Skirbeck.—Another master has been appointed, who has succeeded in improving his school. The girls' school is in the same unsatisfactory state, and is likely to remain so, unless the services of a more competent mistress are secured.

Saxilby.—The average attendance has increased; the lower classes did not pass a satisfactory examination: more attention should be paid to discipline.

Colsterworth.—The boys and some of the elder girls are taught by the master; the mistress has charge of the lower classes of girls. The boys passed a good examination in Scripture, geography, English history, grammar, and arithmetic. The attainments of the lower classes are not in proportion to those of the first.

Orby.—Shut up in consequence of the master being obliged to leave through illness.

Wrawby.—Many of the children were absent, being engaged in potato picking: the examination of those who were present was far from satisfactory. There is a great want of order and discipline.

Uffington.—Boys and girls are taught by a master and mistress in a dirty, ill-ventilated room. The Earl of Lindsey, to whom the school belongs, is building a school-room with master's house; when these are completed, a competent master and mistress will be appointed.

Willoughton.—Boys and girls under a mistress. There are scarcely any secular books in the school; the children are taught to read mechanically from the Bible, without any attempt being made to explain the meaning of what they read; not one in the first class could do a sum in simple subtraction.

NOTTINGHAMSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children Writing: On Slates: From Copies.	No. of Children Writing: On Slates: From Dictation or Memory.	No. of Children Writing: On Slates: Abstracts or Composition.	No. of Children Writing: On Paper: From Copies.	No. of Children Writing: On Paper: Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	No. of Children learning Arithmetic: Addition.	No. of Children learning Arithmetic: Subtraction, Multiplication, and Division.	No. of Children learning Arithmetic: Compound Rules and Reduction.	No. of Children learning Arithmetic: Proportion and Practice.	No. of Children learning Arithmetic: Fractions and Decimals.	No. of Children learning other Subjects.: Geography.	No. of Children learning other Subjects.: Grammar.	No. of Children learning other Subjects.: History of England.	No. of Children learning other Subjects.: Vocal Music, from Notes.	No. of Children learning other Subjects.: Linear Drawing.	No. of Children learning other Subjects.: Geometry.	No. of Children learning other Subjects.: Mensuration.	No. of Children learning other Subjects.: Algebra.
64. Collingham (South) (July 13) . . Mixed	1	July	1732	160	75	.	.	59	10	30	9	2	13	16	.	21	.	18		8	4	2	2	34	34	16	.	.	.	1	.
65. Harworth . . . Boys' (June 13) Girls'	.	.	870	50	35	.	.	30	9	12	8	1	8	6	.	13	.	.	12	4	1	4	1	3	6	.	.	.	.	1	.
	.	.	.	.	30	.	.	36	8	18	7	.	13	6	.	5	.	.	14	4	.	.	.	1	2	.	.	.	.	.	.
66. Lenton . . . . Boys' (Oct. 16) Girls'	5	Nov	4000	170	133	40	26	135	28	52	21	10	38	69	.	73	.	28		24	46	.	13	83	59	27	.	.	.	.	.
	1	Nov	.	150	90	.	.	107	46	38	14	10	33	41	.	48	.	.	40	26	15	.	.	41	17	17	.	.	.	.	.
67. Ollerton . . . . Boys' (June 7) Girls'	2	May	.	300	154	.	.	154	50	54	40	10	40	77	9	107	.	20	79	37	21	11	13	104	60	104	.	.	.	.	.
	2	May	.		95	.	.	95	50	21	25	8	15	23	.	73	.	.	55	19	13	.	.	.	.	53	.	.	.	.	.
68. Nottingham, Trinity (Dec. 1) . . . Boys' Girls'	3	Dec.	6000	500	220	290	153	216	75	77	24	40	88	55	8	103	.	68	40	12	54	7	.	141	141	87	141	73	.	.	.
	2	Dec.	.		100	154	.	87	21	51	10	5	29	25	.	33	.	.	133	15	.	.	.	29	.	29	50	.	.	.	.
69. Nottingham, St. John's (June 28) . . Boys' Girls'	.	.	3500	170	120	.	.	137	62	61	12	2	38	29	.	59	.	.	41	15	19	2	.	34	34	34	34	.	.	.	.
	.	.	.	170	50	.	.	53	22	23	8	10	10	5	.	20	.	.	.	9	.	.	.	.	9	9	.	.	.	.	.	.
70. Retford (Dec. 4) Boys'	2	Dec	6000	200	150	.	.	141	65	43	12	19	19	46	.	67	.	.	25	21	12	6	.	42	21	.	43	.	.	.	.
71. Sutton Bonnington (June 29) . . Mixed	1	July	1100	200	105	.	.	106	68	34	4	1	10	.	.	13	.	.	.	2	.	.	.	.	.	.	.	.	.	.	.
72. Sutton-in-Ashfield, (June 27) . . Boys'	2	July	6500	150	125	.	.	117	44	46	24	5	36	17	.	38	.	32		10	4	3	.	38	38	17	.	.	.	.	.
73. Worksop . . . . Boys' (Dec. 5) Girls'	1	Dec.	6000	340	150	.	.	139	42	37	31	29	49	14	54	65	.	20	49	23	12	7	2	68	21	21	21	.	.	.	.
	.	.	.		120	.	.	123	33	25	55	12	33	44	.	35	.	.	27	22	19	. .	.	41	19	19	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other Sources, (if any.)	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Collingham, South	. .	35 0 0	. .	31 7 8	10 0 0	78 1 0	45 0 0	21 0 0	. .	. .	1 5 5	2 16 1	6 6 3	0 16 5	77 4 9	1 0 7
Harworth	88* 0 0	. .	. .	10 0 0	. .	98 0 0	£50 and the pence			. .	5 0 0	4 0 0	5 0 0	. .	64 0 0	0 19 8½
Lenton	. .	80 6 6	18 17 0	54 3 6	12 0 4	165 17 4	35 0 0	40 0 0	. .	8 0 0	13 2 8	8 15 5	0 16 8¼	30 6 5	166 1 2½	0 14 10¼
Ollerton	. .	105 2 0	. .	39 0 0	. .	144 2 0	66 0 0	40 0 0	. .	. .	18 12 2	4 13 10	. .	17 0 0	146 6 0	0 11 9
Nottingham, Trinity	. .	50 0 0	60 0 0	148 0 0	. .	258 0 0	60 0 0	35 0 0	35 0 0	. .	50 0 0	10 0 0	50 0 0	5 0 0	243 0 0	0 15 3¾
Nottingham, St. John's	. .	24 13 6	20 7 0	71 3 8½	. .	116 4 2½	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Retford	. .	65 18 6	. .	20 18 11	. .	86 17 5	10 18 11	. .	. .	. .	8 18 7	3 0 0	3 7 9	4 5 1	90 10 4	0 12 0½
Sutton Bonnington	. .	9 10 0	. .	15 10 9	5 0 0	30 0 9	. .	30 0 0	. .	. .	3 17 0	3 2 6	. .	6 10 0	43 10 3	0 8 3
Sutton-in-Ashfield	7 10 0	40 0 0	12 0 0	14 15 9	. .	74 5 9	70 0 0	. .	. .	. .	12 0 0	6 0 0	5 1 5	1 7 0	94 8 5	0 15 1¼
Worksop . . . . . Boys'	14 0 0	42 18 0	. .	20 9 6	. .	77 7 6	60 0 0	. .	. .	5 14 0	2 8 1	1 0 0	2 1 0	9 8 0	79 17 1	0 10 7¾
Girls'	. .	30 12 6	. .	17 3 4	. .	47 15 10	. .	40 0 0	. .	2 6 0	10 2 10	1 8 0	4 4 0	. .	58 0 0	0 9 8

* Part of this is, by the will, devoted to other purposes.

GENERAL OBSERVATIONS.

Collingham, South.—The greater part of the first class had left, but it was satisfactory to find that the lower classes had been well and carefully taught. The result of the examination reflected credit upon both master and mistress.

Harworth.—An endowed school, under the management of Trustees; the discipline is bad, and the children were very ignorant; there are scarcely any books belonging to the school, the boys bring their own, which principally consist of grammars and dirty spelling-books. The girls' school is in a worse state than that of the boys'.

Lenton.—The school has somewhat improved since last inspection, but the master has not been successful with the lower classes. The girls' school has increased in numbers, and the standard of instruction has been raised. The pupil teachers in the boys' school were deficient in their knowledge of geography and arithmetic.

Ollerton.—Two class-rooms have been built since last year. The discipline of the boys' school is much improved, and the benefits resulting from the apprenticeship of pupil-teachers to an earnest and intelligent teacher are very evident. The girls' school, notwithstanding the apprenticeship of two pupil-teachers, did not exhibit any corresponding degree of improvement.

Nottingham, Trinity.—The boys' school has greatly increased in numbers, and is doing well under an intelligent master, and the active superintendence of the clergyman. The girls' school has not succeeded so well; the children are taken away at an early age and employed in lace-making. There is an infant school, which I did not examine.

Nottingham, St. John's.—A large and handsome building, with school-rooms for boys, girls, and infants; it has only recently been established.

Retford.—The number in attendance has increased, and the school in some degree improved; the discipline is bad, and the children are noisy and rough in their manners; exertions ought to be made in a town like Retford to build suitable school-rooms for boys, girls, and infants.

Sutton Bonnington.—A considerable portion of the school consists of infants, who seem to regard their teacher with affection; but they have been taught by rote, and their general intelligence has been little cultivated.

Sutton in Ashfield.—A large and well-arranged building, with master's house. The progress of the boys is satisfactory, when the time during which they have been at school is taken into consideration. The children in the girls' school were not present on the day of inspection. The Duke of Portland has been a liberal benefactor to this school.

Worksop.—The boys are instructed by a master, and assistant (paid by the master) and a pupil-teacher; the discipline is good, and maintained with ease. The reading is good throughout the school. The children passed an examination which reflected much credit upon the master for the pains he has taken with them. The first class of girls has improved in arithmetic, but I cannot record any general improvement.

HUNTINGDONSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children Writing: On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	No. of Children Writing: On Paper. From Copies.	On Paper. Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	No. of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
74. Connington . . Mixed (July 26)	.	.	280	50	30	.	.	27	8	13	3	4	10	10	.	10	5	.	.	18	.	.	.	.	.	.	.	.	.	.
75. Glatton. . . . Mixed (July 28)	.	.	715	70	32	.	.	35	10	17	5	.	10	14	.	18	.	.	9	6	5	4	.	9	9	.	.	.	.	.	.
76. Farcet (July 25) . . .	.	.	620	.	.	.	.	.	.	.	.	.	.	.	Shut up.			.	.	.	.	.	.	.	.	.	.	.	.	.	.
77. Stanground (July 24).	.	.	1415	70	40	.	.	56	28	18	8	.	6	2	.	8	.	.	.	14	.	.	.	.	.	.	.	.	.	.	.
78. Stilton (July 27) . . .	.	.	817	.	.	.	.	.	.	.	.	.	.	Shut up; no master.				.	.	.	.	.	.	.	.	.	.	.	.	.
79. Upton (July 27) . . .	.	.	200	70	.	.	.	43	9	19	12	.	5	13	.	11	.	.	7	9	.	.	.	9	.	.	.	.	.	.	.

TABULATED REPORTS, in detail, by Her Majesty's Inspector of Schools the Rev. J. J. BLANDFORD, on SCHOOLS inspected by him in the Counties of Cambridge, Norfolk, Suffolk, and Lancaster, in the Year 1848.*

CAMBRIDGESHIRE.

80. Thorney . . . Boys' (Oct. 17)	3	Dec 1847	2000	120	78	46	27	65	15	21	12	17	11	21	17	38	.	15	11	9	12	8	9	38	29	17	29	29	.	17	11

NORFOLK.

81. Lynn, St. Margaret's (Sept. 15). . . Boys'	3	Sept	12517	300	210	.	.	234	90	70	34	6	100	103	.	110	.	.	95	47	14	4	.	39	39	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription.	From Local Collection.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers, (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Connington	14 0 0	12 0 0	. .	4 0 0	. .	30 0 0	. .	30 0 0	. .	. .	. .	. .	. .	. .	30 0 0	1 0 0
Glatton	19 0 0	17 0 0	. .	11 0 0	. .	47 0 0	47 0 0	. .	. .	. .	. .	. .	. .	. .	47 0 0	1 9 4½
Farcet																
Stanground	. .	10 0 0	. .	10 0 0	. .	20 0 0	. .	30 0 0	. .	. .	2 10 0	2 11 0	. .	2 5 9	38 6 9	0 19 2
Stilton																
Upton																
CAMBRIDGESHIRE.																
Thorney	. .	75 0 0	. .	50 0 0	. .	125 0 0	60 0 0	. .	. .	40 0 0	12 0 0	6 0 0	. .	3 0 0	121 0 0	1 11 0½
NORFOLK.																
Lynn, St. Margaret's	2 10 0	90 0 0	. .	. .	8 0 0	110 0 0	34 0 0	. .	. .	. .	. .	. .	. .	20 0 0	104 0 0	0 9 10½

GENERAL OBSERVATIONS.

Connington.—Boys and girls under a mistress. The instruction given is of an elementary kind, but the children passed a much better examination than those in many other schools in which the character of the instruction is professedly higher.

Glatton.—The school is held in a room in the church; the children were intelligent, answered fairly in Scripture, and wrote nicely in copy-books.

Farcet.—This school was shut up for want of a master.

Stanground.—Mixed school under a mistress; the children were miserably ignorant of Scripture, and of nearly everything else. There is no probability of improvement under the present mistress.

Stilton.—Shut up on the day appointed for inspection from want of a master.

Upton.—Mixed school, under a mistress. The instruction is of a very elementary kind.

Thorney.—The master has been two years in charge of this school, in which he has been very successful: there is an infant and girls' school which I did not examine.

Lynn, St. Margaret's.—A large school on the monitorial system; in its present state it is utterly useless as a means of education. The master, who has exerted himself, appeared overpowered with the task imposed upon him of instructing 200 children, with the aid of a few ignorant monitors, in an ill-arranged room, badly supplied with books and apparatus.

NORFOLK—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already Appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Now in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children Writing. On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	No. of Children learning Arithmetic. Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	No. of Children learning other Subjects. Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
82. Aylesham . . . Boys' (Oct 26) Girls'	1	Nov	2000	.	32	.	.	22	5	7	8	2	6	14	.	16	.	8	6	7	.	2	.	17	17	9	.	.	.	.	.
	.	.	.	.	30	.	.	15	6	2	7	.	13	5	.	12	.	.	4	5	.	.	.	5	.	.	.	.	.	.	.
83. Berghapton, . Mixed (Nov. 8)	.	.	700	150	70	.	.	58	9	41	8	.	29	21	.	20	.	.	28	9	2	.	.	9	9	9	.	.	.	.	.
84. Ditchingham . Mixed (Nov. 9)	.	.	1124	.	83	.	.	49	30	12	4	3	9	10	.	20	.	.	10	6	4	1	1	10	7	.	12	.	.	.	.
85. Norwich, Model (Oct. 18) Boys	6	Nov	65000	250	250	.	.	180	40	41	43	56	66	67	22	98	33	40	21	42	44	43	33	140	98	55	250	55	.	.	.
Norwich, Model (Oct. 19) Girls'	5	Nov	.	390	200	128	130	204	18	119	47	38	113	91	14	92	12	.	31	61	32	6	.	99	72	38	200	.	.	.	.
Norwich, Model (Oct. 20) Infants'	.	.	.	340	200	.	.	200	140	50	6	.	40	6	.	.	.	.	40	.	.	.	.	40	40	.	.	.	.	.	.
86. Blakeney . . . Boys' (Oct. 23) Girls'	.	.	1100	130	80	.	.	86	30	9	34	10	30	53	.	53	.	.	26	10	8	4	5	2	2	.	.	.	.	.	.
	.	.	.	90	45	.	.	.	.	10	34	.	.	26	.	.	.	.	26	.	.	.	.	.	.	.	.	.	.	.	.
87. Fakenham . . . Boys' (Oct. 24)	2	Nov	2050	200	56	41	40	54	12	29	10	3	.	24	.	53	.	.	11	20	9	2	.	32	11	.	.	.	.	.	.
88. Great Ryburgh (Oct. 25) Mixed	2	Nov	730	96	78	23	23	73	24	31	14	4	24	34	12	51	.	14	19	10	10	8	2	22	10	10	.	.	.	.	.
89. Salehouse. . . Mixed (Oct. 27)	.	.	600	.	70	.	.	63	34	24	5	1	10	10	.	.	.	.	3	2	.	1	.	5	.	.	.	.	.	.	.
Ruston (East) . Mixed (Nov. 6)	.	.	1000	120	80	.	.	73	29	28	12	4	12	28	.	37	.	.	20	10	7	2	.	9	9	.	15	.	.	.	.
90. Rougham, . . Mixed (Dec. 20)	.	.	300	42	34	.	.	34	14	16	4	.	.	2	.	9	.	16	4	.	.	.	.	.	.	.	34	.	.	.	.

NAME OF SCHOOL.	From Local Endowments.	From Local Subscription	From Local Collection.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Aylsham	10 0 0	35 18 0	9 0 6	21 10 0	19 0 0	114 18 6	45 5 0	20 0 0	18 0 0	4 0 0	10 2 0	4 13 6	4 6 10	3 6 6	109 13 10	1 15 4½
Berghapton	. .	29 0 0	. .	12 0 0	4 0 0	65 0 0	. .	35 0 0	. .	24 0 0	4 0 0	1 7 0	3 0 0	1 0 0	68 7 0	0 19 6½
Ditchingham	. .	20 0 0	. .	14 0 0	. .	34 0 0	. .	30 0 0	. .	4 12 0	7 0 0	4 0 0	1 0 0	1 0 0	47 12 0	0 11 5½
Norwich Model . . Boys'	. .	. .	. .	34 15 9	. .	. .	80 0 0	. .	. .	6 10 0	21 10 5	2 0 0	17 19 10½	28 17 2½	128 17 7	0 10 3½
,, ,, . . Girls'	. .	. .	. .	34 19 11	. .	. .	. .	40 0 0	. .	10 0 0	19 9 7½	3 0 0	47 14 3½	16 15 7½	136 19 6½	0 13 8½
,, ,, . Infants'	. .	60 0 0	. .	24 0 0	. .	84 0 0	. .	. .	35 0 0	10 0 0	5 0 0	4 0 0	. .	28 0 0	82 0 0	0 8 2½
Blakeney	. .	92 0 0	. .	77 0 0	. .	169 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Fakenham	13 0 0	42 0 0	. .	11 9 6	. .	66 9 6	62 8 9	. .	. .	1 15 10	1 10 0	1 0 0	3 5 0	0 11 1	70 10 8	1 5 2½
Great Ryburgh	. .	19 7 0	. .	28 0 0	1 14 0	49 1 0	48 15 0	. .	. .	. .	0 14 0	. .	0 12 2	. .	50 1 2	0 12 10
Salehouse	. .	19 4 6	. .	11 16 1	.	31 0 7	. .	15 0 0	. .	3 1 0	2 1 8½	2 3 0½	0 11 3	5 0 6	27 17 6	0 7 11½
Ruston (East)	6 0 0	20 0 0	. .	20 0 0	5 0 0	51 0 0	51 0 0	. .	. .	. .	. .	. .	. .	. .	51 0 0	0 12 9
Rougham																

GENERAL OBSERVATIONS.

Aylsham.—The population of Aylsham is 2000; the average attendance of the boys is 30. The school-room was in a dirty and untidy state. A new building is in progress of erection.

Berghapton.—The mistress has had the assistance of a sewing-mistress and of two paid monitors, of the age of 19 and 17 respectively; the organization of the school is good, and there is a fair supply of books and apparatus. Notwithstanding these advantages, the children were very ignorant, and the result of the examination far from being satisfactory.

Ditchingham.—The first class answered nicely in Scripture, but in no other respect was the result of the examination satisfactory. The mistress does not possess the power of adapting herself to the comprehension of the children.

Norwich, Boys'.—The result of the examination was very satisfactory. The efficiency of this school is in a great measure owing to the able superintendence of the Rev. Bath Power. The whole school learn music from notes and sing very nicely. Discipline good. Extensive alterations are about to be made in the boys' school, which promises to be one of a superior kind.

Norwich, Girls'.—The chief part of the instruction is given by the assistant teacher. The mistress is principally engaged as matron of the Training Institution, and in superintending the young persons who are in training. The whole school learn music from notes: some of the children displayed considerable proficiency. The religious knowledge of the children is excellent: more attention should be paid to arithmetic.

Norwich, Infants'.—A good infant school, taught by an intelligent mistress, trained at the Home and Colonial Institution.

Blakeney.—The instruction given in both schools is of a very elementary kind, being confined to reading, writing, and arithmetic; the girls were deficient in religious knowledge. No secular books have hitherto been read in either school: there are ample funds to procure both books and apparatus.

Fakenham.—The master has taken considerable pains with his school, but the knowledge of the children in reference to Scripture was scarcely satisfactory. The reading is fair; more care than usual has been taken in order to make the children pronounce their words distinctly.

Great Ryburgh.—A mixed school under a master: supply of books and maps defective. The first class passed a fair examination, and the children generally have been well instructed in Scripture, but the standard of instruction in the lower classes is not in proportion to that in the first.

Salehouse.—The instruction is of a very elementary kind, being confined to reading, writing, and arithmetic. The school is conducted by a mother and a daughter, 15 years of age: the principal part of the instruction is given by the daughter, who is a very deserving girl, and has laboured hard in the school.

Ruston (East).—Boys and girls taught together by a master and mistress; the principal part of the instruction is given by the former: the discipline of the school is fair, and pains have been taken in order to teach the children to sing from notes; in other respects the instruction is not skilful, nor is the school in a satisfactory state. The children are deficient in religious knowledge.

Rougham.—The children assemble in a room in a house, there being no school-room at present. I was informed that a suitable building was about to be erected. The children were very ignorant, for which the master was not responsible: he has been for a short time only in charge.

SUFFOLK.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children: For whom accommodation is provided.	No. of Children: Not in ordinary attendance.	No. of Children: Admitted in the last 12 months.	No. of Children: Who have left within the last 12 months.	No. of Children: Present at Examination.	No. of Children Reading: Letters and Monosyllables.	No. of Children Reading: Easy Narratives.	No. of Children Reading: Holy Scriptures.	No. of Children Reading: Books of General Information.	No. of Children. Writing: On Slates: From Copies.	On Slates: From Dictation or Memory.	On Slates: Abstracts or Composition.	On Paper: From Copies.	On Paper: Abstracts or Composition.	No. of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	No. of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
91. Lowestoft, Wilde's Free School . . Boys' (Nov. 7)	.	.	4800	.	57	.	.	56	11	26	12	7	20	21	7	36	.	.	20	21	8	4	3	56	45	28	56	4 5	.	.	.
92. Lowestoft, Annott's School . . . . Boys' (Nov. 7)	.	.	.	.	80	.	.	69	22	38	5	4	27	34	.	20	.	.	20	13	4	1	.	37	.	6	.	.	.	.	.
93. Lowestoft, National (Nov. 7) Girls'	.	.	.	100	89	.	.	80	12	45	16	7	61	37	.	19	.	.	26	42	.	.	.	42	17	.	89	.	.	.	.
94. Lowestoft . . Infants' (Nov. 10)	.	.	.	140	120	.	.	120	98	22	.	.	17	.	.	.	.	.	22	.	.	.	.	.	.	.	.	.	.	.	.
95. Bungay . . . . Boys'	2	Nov	4000	120	56	.	.	52	11	23	10	8	24	23	1	20	.	.	14	18	10	10	1	18	18	18	20	.	.	.	.
(Nov. 10) Girls'	.	.	.	120	46	.	.	47	11	25	7	4	14	21	.	12	.	.	21	17	8	.	.	15	.	.	.	.	.	.	.
Infants'	.	.	.	.	84	.	.	80	62	18	.	.	24	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
96. Halesworth . . Boys' (Nov. 14)	2	Nov	3000	100	66	.	.	70	13	34	15	8	38	40	2	32	.	.	29	18	18	4	1	23	41	23	.	.	.	.	.
97. Saxmundham (Nov. 15) Mixed	.	.	1097	110	60	.	.	59	29	20	10	.	6	15	.	24	.	.	16	8	3	3	.	14	9	14	.	.	.	.	.
98. Westleton . . . Boys'	.	.	.	.	58	.	.	47	26	7	10	4	12	19	.	18	.	.	7	12	.	2	.	14	2	.	.	.	.	.	.
(Nov. 16) Girls'	.	.	.	.	60	.	.	60	18	27	15	.	16	18	.	28	.	.	.	16	2	.	.	18	18	.	.	.	.	.	.
99. Benhall . . . . Boys'	1	Dec	749	70	20	.	.	21	.	11	8	2	8	10	.	13	.	.	7	2	8	2	2	14	11	.	.	.	.	.	.
(Nov. 17) Girls'	.	.	.	70	20	.	.	18	.	5	12	2	19	11	.	.	.	.	15	4	.	.	.	.	.	.	.	.	.	.	.
100. Aldborough . . Boys'	2	Dec	1357	100	75	.	.	76	37	30	6	3	28	26	.	38	.	.	19	13	7	6	2	26	26	.	26	.	.	.	.
(Nov. 20) Girls'	.	.	.	100	60	.	.	60	20	29	12	2	27	17	.	16	.	.	32	11	.	.	.	11	11	.	.	.	.	.	.
101. Butley . . . . Mixed (Nov. 21)	.	.	586	100	45	.	.	45	15	23	4	.	15	13	.	13	.	.	7	11	1	.	.	.	.	.	.	.	.	.	.
102. Witnesham . . Mixed (Nov. 22)	.	.	800	80	50	.	.	57	20	22	15	.	26	20	.	4	.	.	14	5	3	.	.	19	19	19	.	.	.	.	.
103. Debenham . . Mixed (Nov. 23)	.	.	1750	130	70	.	.	60	28	22	10	.	8	6	.	12	.	.	16	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription	From Local Collection.	From School Pence.	From other Sources (if any).	Total	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil Teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total	
	£. s. d.	£. s. d	£. s.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Lowestoft, Wilde's F. S.	60 0 0	. .	. .	. .	. .	60 0 0	60 0 0	. .	. .	. .	. .	. .	. .	. .	60 0 0	1 1 0½
,, Annott's School	22 0 0	25 0 0	. .	5 0 0	. .	52 0 0	52 0 0	. .	. .	1 6 0	. .	. .	. .	. .	53 0 0	0 13 3
,, National, Girls'	. .	. .	. .	. .	. .	. .	. .	25 0 0	. .	7 16 0	5 0 0	3 0 0	10 0 0	5 0 0	55 16 0	0 12 6½
Infants'	. .	. .	. .	16 0 0	. .	. .	. .	. .	23 7 0	2 12 0	3 0 0	3 0 0	10 0 0	. .	41 19 0	0 6 11½
Bungay	8 19 8	65 0 0	6 7 0	60 18 10	3 6 1	144 11 10	60 0 0	27 0 0	27 0 0	8 8 6	6 4 6	3 10 0	6 4 0	7 16 10	146 4 10	0 15 8½
Halesworth	17 6 8	40 2 0	6 14 10	12 9 5	5 10 0	82 2 11	55 0 0	25 0 0	. .	7 0 0	5 0 0	2 10 0	2 0 0	10 0 0	101 10 0	1 10 9
Saxmundham	. .	. .	. .	. .	. .	. .	45 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .
Westleton	. .	50 17 6	. .	14 7 1	. .	65 4 7	£60		. .	0 12 10	0 10 4	2 11 6	1 9 11	. .	66 4 7	0 11 0½
							Master & mistress.									
Benhall	. .	. .	. .	18 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Aldborough	. .	45 0 0	20 0 0	11 10 0	32 0 0	108 0 0	50 0 0	40 0 0	. .	. .	5 0 0	5 5 0	4 0 0	2 0 0	106 5 0	0 15 8½
Butley	. .	30 0 0	. .	15 0 0	5 0 0	40 0 0	. .	30 0 0	. .	1 5 0	1 15 0	2 10 0	1 10 0	1 3 0	38 3 0	0 16 11½
Witnesham	. .	. .	. .	. .	. .	. .	30 0 0	. .	. .	. .	3 4 0	1 10 0	2 10 0	5 0 0	42 4 0	0 16 10½
Debenham	. .	35 0 0	. .	20 0 0	. .	55 0 0	. .	35 0 0	. .	. .	10 0 0	3 0 0	4 0 0	3 0 0	55 0 0	0 15 8

GENERAL OBSERVATIONS.

Lowestoft, Wilde's Free School.—About two or three years since, this school was in a very efficient state. I found in it the *remains* of good teaching: the master has had a private school, and the consequence has been that from his not being able to attend properly to both, the free school has been gradually declining.

Lowestoft, Annott's School.—I cannot record a favourable opinion of the efficiency of this school, nor of the competency of the master. The children were very deficient in religious knowledge. The standard of instruction in the girls' school is low; the mistress has not been in charge for more than four months. There is an efficient infant school which is taught by an intelligent mistress.

Bungay.—In three classes under a master and two monitors. The first class passed a good examination in Scripture, English history, geography, and arithmetic; spelling bad: the rest of the school exhibited great ignorance in all the foregoing subjects. The result of the examination of the girls' school was extremely unsatisfactory. The mistress of the infant school is an intelligent teacher, who, with a very limited supply of apparatus, has been successful in her school, the first class of which were far better acquainted with Scripture than either of the second classes in the boys' and girls' school.

Halesworth.—More pains should be taken with the lower classes in the boys' school; they have been left too much to the monitors. The mistress of the girls' school was in London preparing to be examined for her certificate of merit. The girls passed a very indifferent examination, and were generally deficient in religious knowledge, even of the most elementary kind.

Saxmundham.—A mixed school, under a master and sewing-mistress: the discipline of the school is bad, and the master appears to exercise little or no influence over his scholars, who are rough in their manners, dirty and untidy in their dress. The result of the examination was unsatisfactory in every respect.

Westleton.—The attendance in both schools is irregular; the children are ignorant and were not able to answer questions even of the simplest kind.

Benhall.—Boys and girls under a master, but the instruction is given to each separately; religious knowledge fair; the boys passed a better examination than the girls. There is an infant school, which I did not examine.

Aldborough.—Both the master and mistress have been for a short time only in charge of their respective schools, which are in an improving state.

Butley.—Boys and girls under a mistress, who has been only a short time in charge.

Witnesham.—Boys and girls under a master, who was very ill on the day of my visit.

Debenham.—The instruction is chiefly confined to Scripture, of which the children were very ignorant. The mistress is a good needlewoman, but in other respects is but indifferently qualified for her situation.

LANCASHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children				No. of Children Reading			No. of Children Writing			No. of Children learning Arithmetic.					No. of Children learning other Subjects.						
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scripture.	Books of General Information.	From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Fractice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
104. Liverpool, Naylor-street . . . Boys' (Jan. 21)	.	.	.	.	.	.	.	127	62	40	19	6	66	30	.	36	.	.	59	5	12	4	1	59	22	22	7	1	.	.	.
105. Liverpool, Edgehill (Jan. 24) . . Boys'	.	.	.	.	.	.	.	70	17	24	21	8	.	26	.	33	.	.	17	6	8	7	.	21	21	.	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	73	15	41	14	3	29	.	.	17	.	.	16	8	20	4	.	15	15	.	.	.	.	.	.
106. ,, St. Augustine . . . Boys' (Jan. 19)	.	.	.	.	.	.	.	111	34	54	20	10	35	30	.	76	.	.	50	30	20	1	.	76	40	34	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	99	37	26	27	9	27	26	.	60	.	.	30	20	.	.	.	29	29	.	.	.	.	.	.
107. Liverpool, Christ (Church) . . Boys' (Jan. 18)	.	.	.	.	.	.	.	171	10	84	55	14	52	69	.	84	.	.	49	33	.	10	.	80	80	22	.	5	.	7	.
Girls'	.	.	.	.	.	.	.	114	20	64	94	6	30	40	.	61	.	.	12	25	.	1	.	73	32	.	.	.	.	.	.
108. Liverpool, Windsor (Jan. 20) . . Boys'	.	.	.	.	.	.	.	113	28	59	18	8	62	28	.	51	.	.	20	23	.	2	.	44	44	25	.	4	.	.	.
Girls'	.	.	.	.	.	.	.	83	14	16	44	7	28	.	27	.	.	18	20	.	.	.	29	29	29	.	.	.	.	.	.
109. ,, St. Martin's . . . Boys' (Feb. 22)	.	.	.	.	.	.	.	96	23	60	13	6	49	25	.	47	.	.	35	28	23	.	.	61	61	.	61	.	.	.	.
Girls'	.	.	.	.	.	.	.	58	8	38	12	.	33	11	.	17	.	.	14	11	.	.	.	11	11	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources, (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress	Salary of Assistant Teachers, (if any,) not being Pupil Teachers	On Books and Stationery.	On Fuel and Lights.	On Repairs.	Other Incidental Expenses.	Total.	
	£ s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Liverpool, Naylor-street. .	. .	. .	. .	105 10 2¼	187 16 9	293 6 11¼	30 0 0	30 0 0	40 0 0	41 4 0	10 7 6	8 15 9	20 15 10	32 3 10½	303 10 11¼	. .
,, Edgehill. . . .	. .	166 16 0	69 5 11	16 10 6	25 19 5	278 11 11	75 0 0	40 0 0	25 0 0	20 10 0	25 10 0	24 0 0	21 9 0	28 0 0	259 9 0	. .
,, St. Augustine .	. .	76 10 0	53 0 7	91 13 4	. .	221 14 11	30 0 0	45 0 0	38 15 0	34 10 0	27 0 1	29 12* 2	13 9 8	29 16 5	298 3 4	. .
,, Christ Church .	. .	117 1 6	117 15 0	149 3 8¼	10 8 6	394 8 8¼	110 0 0	60 0 0	70 0 0	10 0 0	24 1 9½	21 11 11	15 13 9	67 3 3¼	378 10 9	. .
,, Windsor. . . .	. .	71 0 0	24 11 0	71 4 2¼	10 11 8	187 6 10½	30 0 0	45 0 0	20 0 0	28 0 0	19 2 11	12 13 1	. .	33 18 3	228 13 3	. .
,, St. Martin's . .																

* Fuel, lights, and water.

GENERAL OBSERVATIONS.

Liverpool, Naylor-street.—The first class of boys passed a fair examination, arithmetic excepted; the lower classes have had little care and attention bestowed upon them. I had not time to examine the girls' school, but the mistress appeared to be an intelligent person, and much interested in her school.

Liverpool, Edgehill.—The girls' school is in an improving state, and exhibits considerable life and vigour; the mistress is a zealous teacher, anxious for her own and her scholars' improvement. I cannot record anything in favour of the boys' school.

Liverpool, St. Augustine.—The boys' school-room is a dark cheerless place, badly ventilated, and ill supplied with books and apparatus; the first class passed a good examination, the lower classes a very indifferent one. The girls' room is cheerful and well lighted, but ill supplied with books and apparatus: the mistress in consequence of illness was not present; in her absence the school has been managed by a young person, eighteen years of age, and three monitors, all of whom have exerted themselves in a creditable manner.

Liverpool, Christ Church.—The boys' school-room is a dark, unhealthy place. The master is a thoroughly hard-working and deserving man: his first class passed a good examinat on. The girls' school is very deficient in proper books and apparatus; more care should be taken with the lower classes.

Liverpool, Windsor.—The first class had a fair knowledge of Scripture, and some little knowledge of English history, grammar, and geography, but they were very deficient in arithmetic; lower classes very ignorant. The instruction in the girls' school at present is chiefly confined to Scripture, with which they were fairly acquainted; reading good; arithmetic very poor. The mistress, who has only been one fortnight, seems to be an active, intelligent person, and likely to improve her school.

Liverpool, St. Martin's.—The discipline of the school is not good, nor can I report favourably of the attainments of the children; a middle school with an average attendance of 25 is held in an adjoining room; the master has obtained his certificate; the boys passed a satisfactory examination. The mistress of the girls has only been nine months; she is not, therefore, altogether responsible for the ignorance exhibited by the children throughout the school.

LANCASHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil Teachers already appointed.	Date of Indentures.	Population of School District.	No. of Children.					No. of Children Reading				No. of Children Writing.				No. of Children learning Arithmetic.					No. of Children learning other subjects.							
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Decimals and Fractions.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
110. Liverpool, St. Marks' (Jan. 10) . . Boys'	.	.	.	.	.	.	.	61	24	28	10	3	21	11	.	14	.	.	15	25	4	2	.	33	33	15	15	.	.	.	.
Girls'	.		.	.	.	.	.	62	13	32	19	.	22	18	.	22	.	.	18	.	.	.	.	.	.	.	.	.	.	.
111. Manchester, St. James (Jan 27) . . Boys'	.	.	.	.	.	.	.	37	10	19	8	.	3	12	.	29	.	.	7	10	10	2	.	20	12	12	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	38	18	13	7	.	4	3	.	21	.	.	.	.	.	.	.	24	4	.	.	.	.	.	.
112. Ashton-under-Lyne (Jan. 31) . . Boys'	.	.	.	.	.	.	.	72	34	20	16	3	.	10	.	36	.	.	20	10	2	.	2	29	15	15	.	.	.	.	1
Girls'	.	.	.	.	.	.	.	26	7	17	2	.	.	.	.	.	.	.	.	12	.	.	.	12	.	.	.	.	.	.	.
113. Eccleston, St. Thomas (Feb. 24) . . Boys'	.	.	.	.	.	.	.	98	35	31	26	6	43	37	.	55	.	.	20	8	30	9	2	98	22	22	.	4	.	.	.
Girls'	.	.	.	.	.	.	.	37	7	22	8	.	5	.	.	11	.	.	11	.	.	.	.	11	.	11	.	.	.	.	.
114. Ormskirk. . . Boys' (Feb. 17)	.	.	.	.	.	.	.	93	22	62	6	4	52	22	.	41	.	.	45	20	3	3	1	70	26	10	32	.	.	.	.
115. Wray with Botton (Feb. 21) . . Boys'	.	.	.	.	.	.	.	35	12	11	10	2	.	13	.	.	.	.	.	7	3	.	.	11	11	11	.	.	.	1	.
Girls'	.	.	.	.	.	.	.	15	4	8	3	.	5	6	.	3	.	.	.	.	.	.	.	3	3	3	.	.	.	.	.
116. Worsley . . . Boys'	.	.	.	.	.	.	.	110	27	53	20	8	31	31	.	49	.	.	16	34	15	8	3	57	57	23	*	6	.	.	.
Girls'	.	.	.	.	.	.	.	66	17	20	23	5	24	14	.	30	.	.	.	10	4	1	.	27	16	.	*	.	.	.	.

* The whole school.

NAMES OF SCHOOLS.	ANNUAL INCOME.												ANNUAL EXPENDITURE.																		Average Expense per Child on the Average Attendance.
	From Local Endowments.			From Local Subscription.			From Local Collections.			From School Pence.			From other sources (if any).			Total.			Salary of Master.			Salary of Mistress.			Salary of Infant Mistress.			Salary of Assistant Teachers, (if any,) not being Pupil Teachers.			On Books and Stationery.			On Fuel and Lights.			On Repairs.			Other Incidental Expenses.			Total.			
	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	
Liverpool, St. Marks				70	0	0	60	0	0	56	0	0				186	0	0	30	0	0	40	0	0	36	0	0				14	0	0	5	10	0	10	0	0	12	0	0	196	10	0	
Manchester				14	12	0	43	12	6	80	0	3	30	0	0	168	4	9	60	0	0	40	0	0	30	0	0	7	7	0	10	15	6	21	2	9½	7	4	6	45	9	2*	221	18	11½	
Ashton-under-Lyne				10	0	0				110	0	0				120	0	0	65	0	0	45	0	0	30	0	0				12	0	0	10	0	0	8	0	0	10	0	0	180	0	0	
Eccleston, St. Thomas							20	0	0	85	0	0				105	0	0	60	0	0	30	0	0	14	0	0	2	12	0	7	0	0	4	0	0	6	0	0	3	0	0	126	12	0	
Ormskirk				60	17	0				37	7	0				98†	4	0	75	0	0	35	0	0	20	0	0	15	12	0	5	0	0	5	0	0	2	0	0	12‡	0	0	170	2	0	
Wray with Botton	39	13	4	2	0	0				1	10	0				43	3	4	41	13	4										0	15	0	0	19	6				5	0	0	48	7	10	
Worsley										55	19	6	§			55	19	6	80	0	0	40	0	0	31	4	0	57	4	0	17	18	5	14	15	3	45	0	1	11	18	0	297	19	6	

* A ground rent of £21 is included. † Deficiency made up by the Vicar. ‡ Rent of rooms.
§ School supported by Earl of Ellesmere.

GENERAL OBSERVATIONS.

Liverpool, St. Mark's.—The boys are intelligent, but they have been greatly neglected: a new master has been appointed, who probably will improve his school. The mistress is an inefficient teacher, of which the result of the examination afforded abundant evidence.

Manchester, St. James.—The master has been in charge for three months; he is not, therefore, responsible for the unsatisfactory state of his school. The mistress has been six months in charge, the children should have made greater progress. The funds of the school are low, and there is in consequence a great deficiency of proper books and apparatus. The position of the privies is highly objectionable.

Ashton-under-Lyne.—The school is a large, handsome building, airy and well situated. Boys and girls are at present taught by a master; but it is the clergyman's intention to secure the services of a mistress. The master, who was originally a factory boy, has by his diligence and good conduct raised himself to his present position. The school had only been established two months; many of the children had been to other schools, in which they had learned little or nothing.

Eccleston, St. Thomas.—The boys have been fairly and intelligently taught: the attainments of the second class in arithmetic were not altogether satisfactory. A new mistress has been recently appointed, who has already succeeded in effecting an improvement, especially in reference to the discipline of her school.

Ormskirk.—The boys have been well instructed in Scripture, and have some knowledge of English history, grammar, and geography; they were deficient in arithmetic. The room in which the children are at present assembled, is a close, ill-ventilated place, situated near to a stable, the smell from which is alike injurious to scholars and master.

Wray with Botton.—The first class, consisting of 14, read well and answered nicely in Scripture; of everything else they were very ignorant, particularly arithmetic; the lower classes have had little care or attention bestowed upon them. This is an endowed school, which in its present state ministers very imperfectly to the educational wants of the district for whose benefit it was designed.

Worsley.—The boys have been well instructed by an earnest and intelligent teacher, who has spared no pains for the improvement of his school. The children passed a good examination. The girls' school is much inferior to that of the boys. There is an infant school which I did not examine.

Tabulated Reports, in detail, by H. M. Inspector of Schools, Rev. J. J. Blandford, on Schools inspected by him in East Midland District in Year 1849.

DERBYSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District.	Number of Children: For whom accommodation is provided	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	Number of Children Writing: On Slates: From Dictation or Memory.	Number of Children Writing: On Slates: Abstracts or Composition.	Number of Children Writing: On Paper: From Copies.	Number of Children Writing: On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Number of Children learning other Subjects: Grammar.	Number of Children learning other Subjects: History of England.	Number of Children learning other Subjects: Vocal Music, from Notes.	Number of Children learning other Subjects: Linear Drawing.	Number of Children learning other Subjects: Geometry.	Number of Children learning other Subjects: Mensuration.	Number of Children learning other Subjects: Algebra.
117. Spondon . . . Boys'	1	.	.	.	53	20	27	44	11	22	7	4	17	24	3	33	.	.	19	3	8	3	.	20	11	8	.	.	.	.	.
(Oct. 2) Girls'	1	.	.	100	37	18	32	28	.	10	9	9	11	17	.	19	.	12	19	.	9	.	.	28	13	9	.	.	.	.	.
118. Borrowash . . Mixed	1	Oct.	.	120	70	22	7	60	31	15	5	7	21	15	.	.	.	.	8	7	.	.	.	15	15	.	.	.	.	.	.
(Oct. 5)																															
119. Ockbrook. . . Boys'	3	Oct.	.	130	70	49	52	69	.	33	10	12	38	45	10	43	.	.	26	12	15	11	5	69	31	31	.	.	.	.	.
(Oct. 5) Girls'	.	.	.	120	35	.	.	23	.	11	8	4	8	15	.	16	.	.	15	.	1	.	.	16	9	.	.	.	.	.	.
Infants'	.	.	.	100	74	.	.	53	50	10	5	.	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
120. Stapenhill . . Boys'	1	Sept.	.	.	45	.	.	41	10	18	7	6	8	21	2	22	.	11	20	.	7	1	3	22	11	11	.	.	.	.	.
(Oct. 11) Girls'	1	.	.	.	35	.	.	31	.	18	6	8	12	14	5	16	.	9	6	10	3	.	.	19	13	9	.	.	.	.	.
121. Ilkeston . . . Boys'	1	.	.	112	86	30	25	84	20	28	18	18	29	50	6	39	.	34	14	14	7	7	.	46	32	18	.	.	.	4	.
(Oct. 9)																															
122. Little Eaton. . Boys'	1	Sept.	.	.	.	19	6	34	10	10	9	5	23	12	4	24	.	.	24	.	6	4	.	17	10	17	.	.	.	.	.
(Oct. 10) Girls'	.	.	.	.	.	.	.	42	10	13	13	8	19	14	5	19	.	15	12	.	10	1	.	11	11	.	.	.	.	.	.
123. Measham . . Mixed	3	Mar.	.	120	115	64	30	133	30	56	29	29	36	61	13	87	.	40	57	47	10	10	8	29	29	29	29	.	.	3	.
(Feb. 16)																															
124. Shirley . . . Mixed	1	Mar.	.	100	53	18	13	47	18	8	11	10	6	17	4	21	.	28	7	4	4	3	.	21	10	10	28	.	1	3	.
(Feb. 15)																															
125. Baslow . . . . Boys'	1	May	.	.	38	21	12	38	15	6	6	11	24	33	2	23	.	.	29	.	13	.	.	23	23	13	50	50	.	.	.
(May 10) Girls'	1	.	.	.	25	18	15	23	9	3	7	4	12	9	.	17	.	.	10	.	2	2	.	14	4	.	32	.	.	.	.
126. Hathersage. . Mixed	1	May	.	.	95	43	21	88	30	48	6	4	.	.	44	.	.	.	20	10	11	3	.	24	44	.	.	.	.	.	.
(May 11)																															
127. Aston-on-Trent																															
(May 14). . Mixed	.	.	.	120	108	36	25	99	33	39	16	10	32	38	.	38	.	.	22	.	4	.	.	18	18	18	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any) not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Spondon	. .	20 0 0	15 0 0	60 0 0	. .	95 0 0	45 0 0	30 0 0	25 0 0	. .	5 0 0	5 10 0	4 0 0	10 0 0	124 0 0	. .
Borrowash	. .	1 10 0	. .	16 10 10	8 16 6	26 17 4	. .	. .	21 10 10	. .	13 6 0	1 7 0	. .	0 6 0	26 17 4	. .
Ockbrooke	. .	10 2 6	. .	23 10 0	36 0 0	69 13 0	53 10 0	. .	. .	10 0 0	2 6 0	2 5 0	1 3 3	0 9 0	69 13 3	. .
Stapenhill	. .	36 19 6	14 0 0	36 0 0	* . .	86 17 6	37 10 0	35 0 0	20 0 0	. .	5 0 0	5 0 0	2 0 0	2 10 0	107 0 0	. .
Ilkeston	12 15 0	19 6 0	15 0 0	25 19 11	. .	73 0 11	50 0 0	. .	. .	. .	15 4 1	2 16 0	1 7 10	9 19 7½	79 7 6¼	. .
Little Eaton	. .	43 0 0	. .	20 0 0	. .	63 0 0	50 0 0	. .	. .	. .	10 0 0	3 0 0	. .	. .	63 0 0	. .
Measham	5 0 0	20 0 0	10 0 0	35 0 0	35 0 0	100 0 0	50† 0 0	6‡ 0 0	. .	8 0 0	12 0 0	4 10 0	9 10 0	10 0 0	100 0 0	. .
Shirley	. .	16 4 0	. .	20 0 0	. .	36 4 0	35 0 0	15 0 0	. .	. .	1 5 0	4 0 0	2 0 0	. .	57 5 0	. .
Baslow	. .	40 0 0	. .	5 0 0	. .	45 0 0	40 0 0	20 0 0	. .	. .	5 0 0	. .	. .	. .	65 0 0	. .
Hathersage	10 0 0	23 14 0	. .	10 0 0	13 6 0	57 0 0	50 0 0	. .	. .	. .	5 0 0	1 10 0	. .	0 10 0	57 0 0	. .
Aston-on-Trent	. .	52 0 0	. .	11 0 0	. .	63 0 0	45 0 0	18 0 0	. .	. .	5 0 0	0 10 0	. .	. .	68 0 0	. .

* The deficiency paid by Rev. J. Clay. † And house. ‡ Sewing Mistress.

GENERAL OBSERVATIONS.

Spondon.—The first and second classes passed a fair examination, but I cannot report favourably of the progress of the third and fourth; the discipline of the school is bad. The girls have a good knowledge of Scripture, and in other respects have been intelligently taught, but they should improve in arithmetic.

Borrowash.—The children have been well instructed; considerable progress has been made since last year.

Ockbrooke.—The lower classes are deficient in arithmetic, particularly in writing down figures from dictation; in other respects, the result of the examination was satisfactory, especially in regard to the religious knowledge of the children. The girls' school is in an inefficient and unsatisfactory state; there is no life or energy in it. The infants are fairly taught by an intelligent mistress.

Stapenhill.—I cannot record any improvement in regard to the boys' school, their religious knowledge was scarcely satisfactory. The girls have been well instructed in Scripture; the school exhibited considerable improvement since last year, especially in arithmetic.

Ilkeston.—Considerably improved since last year; the discipline is better, and the lower classes have been well attended to.

Little Eaton.—The religious knowledge of the lower classes is hardly satisfactory; the boys should improve in arithmetic and reading. The girls have been well instructed in Scripture and read nicely; they should improve in arithmetic.

Measham.—Boys and girls under a master. The first class passed a good examination; the lower classes have also been fairly taught, but the standard of instruction in reference to them is not in proportion to that of the first class.

Shirley.—Knowledge of Scripture very satisfactory; the children have been well taught.

Baslow.—I regret that I cannot report any improvement since the last inspection; the discipline is bad, and the children dull and listless. The first class of girls answered nicely in Scripture, but I cannot report favourably of them in any other respect.

Hathersage.—Boys and girls under a master; the children passed a fair examination, and the school is in an improving state.

Aston-on-Trent.—The first class answered fairly in Scripture, but, upon the whole, the school is not in such an efficient state as it was last year.

DERBYSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	On Slates: From Dictation or Memory.	On Slates: Abstracts or Composition.	On Paper: From Copies.	On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
128. Chesterfield, Victoria School (May 15)	2	Jun	.	.	161	.	.	156	42	56	43	15	60	43	.	60	13	14	48	36	24	6	4	86	48	48	36	.	.	.	.
129. Brailsford . . Mixed (May 16)	1	July	.	100	67	20	17	52	8	28	10	6	16	28	7	36	.	9	9	6	7	6	.	31	31	31	.	.	.	3	3
130. Shardlow . . . Boys' (May 17)	2	Dec	.	130	56	26	20	62	1	29	17	15	13	33	18	47	.	.	15	15	10	18	5	47	47	32	.	.	.	1	.
131. Bolsover. . . Mixed (May 18)	.	.	.	70	47	32	34	35	14	11	6	4	17	13	.	35	.	.	29	.	.	4	.	13	13	13	13	5	.	.	.
132. Smalley . . . Boys'	2	.	.	72	50	25	24	49	20	10	6	13	18	23	8	29	.	.	4	13	8	4	5	29	13	29	13	.	.	.	.
(May 31) Girls'	.	.	.	.	30	40	23	38	11	13	8	6	17	14	.	24	.	.	17	9	.	.	.	17	17	.	20	.	.	.	.
133. Ripley . . . . Boys' (June 1)	2	July	.	.	95	33	31	60	7	29	6	38	.	32	16	60	.	.	17	9	16	9	9	43	43	18	.	20	5	5	4
134. Derby, Curzon-street, (June 4) . . Boys'	9	Aug	.	250	240	113	117	216	60	100	20	36	76	73	17	98	20	30	108	18	16	12	12	187	70	70	.	.	.	4	.
(Aug. 3) Girls'	2	.	.	.	150	177	189	135	76	50	4	12	48	44	5	35	.	.	48	10	6	.	.	64	49	.	.	.	.	.	.
135. Derby, Trinity (June 5) . . Boys'	4	.	.	200	210	136	75	210	42	87	55	26	93	103	14	117	.	.	59	36	22	47	12	117	61	61	.	.	.	4	.
(Aug. 6) Girls'	3	.	.	175	226	146	110	207	56	70	29	49	53	95	24	93	.	.	56	20	19	22	.	117	61	.	.	.	.	.	.
136. Derby, St. Peter's (Aug. 2) . . Boys'	4	Aug	.	130	146	.	.	145	41	49	11	39	39	63	20	96	.	34	72	29	.	.	18	61	58	29	.	7	.	11	1
(Aug. 3) Girls'	.	.	.	130	89	.	.	66	30	24	6	4	6	34	.	41	.	.	33	.	1	.	.	15	.	.	.	.	.	.	.
137. Derby, St. Peter's, Baglane. . Infants'	2	July	.	.	86	50	30	86	55	23	8	.	31	12	.	12	.	.	12	.	.	.	.	.	.	.	.	.	.	.	.
138. Longford . . . Boys'	1	July	.	.	30	23	4	36	13	16	5	2	.	10	2	15	.	.	21	.	.	2	.	16	8	.	.	.	.	.	.
(June 11) Girls'	1	.	.	.	33	20	3	.	9	24	9	.	.	16	.	.	.	.	16	.	.	.	.	9	9	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any) not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Chesterfield, Victoria School.	. .	55 4 10	. .	18 3 2	. .	73 8 0	. .	40 0 0	. .	. .	. .	. .	. .	. .	. .	. .
Brailsford	. .	36 0 0	. .	25 0 0	. .	61 0 0	40 0 0	27 0 0	. .	. .	3 0 0	3 0 0	2 0 0	. .	75 0 0	. .
Shardlow	. .	50 0 0	. .	22 10 0	. .	72 10 0	62 10 0	. .	. .	. .	5 0 0	2 2 0	6 0 0	. .	75 12 0	. .
Bolsover	3 0	33 0 0	6 1 7	17 0 0	. .	54 7 6	50 0 0	. .	. .	. .	9 0 0	2 6 0	. .	2 0 0	63 0 0	. .
Smalley . . . . . Boys'	29 0 0	11 0 0	11 4 0	15 0 0	. .	64 0 0	55 0 0	. .	. .	. .	5 0 0	2 10 0	2 0 0	1 5 0	65 15 0	. .
,, ... Girls'	. .	20 0 0	. .	20 0 0	. .	40 0 0	. .	30 0 0	. .	. .	5 0 0	2 0 0	. .	1 5 0	38 5 0	. .
Ripley	. .	29 10 0	. .	60 0 0	. .	89 10 0	70 0 0	. .	. .	. .	12 10 0	3 10 0	1 10 0	1 10 0	89 0 0	. .
Derby, Curzon-street . .	. .	102 5 0	21 3 11	60 0 0	10 0 0	183 8 11	60* 0 0	30* 0 0	. .	5 0 0	9 6 2	5 11 3	3 4 7	6 13 5	179 11 1	. .
,, Trinity	. .	. .	. .	103 6 3	2 10 0	105 16 3	77 4 11	. .	. .	2 10 0	16 0 0	. .	5 10 0	6 0 0	107 4 11	. .
,, St. Peter's	. .	28 2 6	25 3 2	. . †	. .	53 5 8	. .	. .	. .	. .	25l. to 30l.	8l. 10s. to 10l.	10l. to 15l.	6l. to 8l.	49l. 10s. to 63l.	. .
,, ,, Bag-lane . .	. .	13 16 0	. .	32 0 0	1 4 0	47 0 0	. .	. .	32 0 0	. .	2 0 0	2 10 0	5 0 0	5 10 0	47 0 0	. .
Longford	32 0 0	25 0 0	. .	20 0 0	. .	77 0 0	40 0 0	15 0 0	. .	. .	5 13 3	. .	. .	. .	60 13 3	. .

* And the school pence.

† Received by the master.

GENERAL OBSERVATIONS.

Chesterfield, Victoria School.—The children have an excellent knowledge of Scripture and are well taught in every respect. The girls are inferior in their attainments to the boys.

Brailsford.—The master and mistress have taken great pains with the school; the children should improve in reading.

Shardlow.—The whole school passed a good examination, which reflected great credit upon the master.

Bolsover.—Very deficient in proper books, to which the master's want of success is, in some measure, to be attributed.

Smalley.—The lower classes have not had sufficient attention paid to them. The girls' school is in an improving state.

Ripley.—Religious knowledge more satisfactory since last inspection; the first class passed a good examination. The school is deficient in order and discipline.

Derby, Curzon-street.—The lower classes in the boys' school are much improved; the attendance also is more regular than heretofore: the whole school exhibits the satisfactory working of the pupil-teacher system under an earnest and intelligent master. The first class of girls passed a fair examination; in every other respect the school remains in the same unsatisfactory state as when I examined it on a previous occasion.

Derby, Trinity.—The schools have greatly increased in numbers since last year; both are doing well, and reflect much credit upon the master and mistress for their persevering and intelligent efforts for the improvement of their pupils.

Derby, St. Peter's.—The first class of boys passed a good examination; the second, third, and fourth classes very indifferent ones. A slight improvement was exhibited by the first class in the girls' school.

Derby, St. Peter's, Bag-lane.—The mistress has taken pains with her school; more books and apparatuss are required.

Longford.—No improvement since the last inspection: the girls had rather a better knowledge of Scripture than the boys; in all other respects they are equally ignorant and ill taught.

DERBYSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District	Number of Children				Number of Children Reading				Number of Children Writing				Number of Children learning Arithmetic.						Number of Children learning other Subjects.							
					For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
139. Ashbourne . .	Boys'	1	July	.	.	64	78	52	49	8	25	10	6	17	27	5	38	4	32	12	9	14	.	6	29	29	16	2	6	.	.	.
(June 12)	Girls'	1	.	.	.	84	47	66	62	17	19	8	4	17	19	.	41	.	.	19	16	2	1	.	26	12	16	1	2	.	.	.
140. Brampton, St. Thomas																															
(June 13)	Boys'	.	.	.	100	60	60	18	28	8	19	7	.	23	7	.	7	.	.	18	1	1	.	.	2	.	2	.	.	.	.	.
	Girls'	.	.	.	.	60	33	14	80	47	26	7	.	20	7	.	13	.	12	16	2	.	1	.	5	1	4	.	.	.	.	.
141. Chapel-en-le-Frith																															
(June 18)	Boys'	1	July	.	.	75	26	20	67	5	40	16	6	26	40	1	62	.	10	44	6	10	2	.	18	41	20	.	.	.	.	.
	Girls'	1	.	.	.	51	33	15	45	.	26	19	6	20	19	.	25	.	.	27	4	2	.	.	33	33	12	.	.	.	.	.
142. Boylestone. .	Mixed	1	.	.	.	53	16	20	43	17	12	5	9	9	17	.	17	.	.	18	4	3	1	.	17	17	.	.	.	.	.	.
(July 2)																															
143. Heanor. . . .	Boys'	.	.	.	.	35	.	.	35	22	8	5	.	3	4	.	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(July 5)	Girls'	.	.	.	.	.	.	.	38	30	8	.	.	4	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
144. Whitfield (July 9). .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
145. Tideswell (July 10) .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
146. Bakewell . . .	Girls'	.	.	2000	.	33	.	.	31	6	9	14	.	.	19	.	19	.	.	14	5	.	.	.	19	9	.	20	.	.	.	.
(July 12)																															
147. Alfreton . . .	Boys'	.	.	.	150	46	84	27	40	11	19	11	.	19	13	.	21	.	.	30	10	.	.	.	21	21	.	.	.	.	.	.
(Aug. 1)	Girls'	1	Sept	.	.	37	77	24	35	.	24	6	5	20	13	.	21	.	.	28	7	.	.	.	19	19	.	.	.	.	.	.
148. Holymonside																															
(Aug. 9) . .	Mixed	.	.	.	70	76	41	24	60	14	16	19	5	13	16	.	20	.	10	.	.	3	4	.	17	17	.	.	.	.	.	.
149. Newhall. . .	Mixed	1	Dec	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(Sept. 23)																															
150. Buxton . . .	Mixed	1	.	.	130	66	61	74	58	8	30	12	8	18	35	5	34	.	.	28	4	13	4	1	32	32	10	.	.	.	.	.
(Oct. 15)																															

NAME OF SCHOOL.	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any) not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Ashbourne	7 10 0	42 0 0	15 0 0	10 15 0	5 0 0	80 5 0	50 0 0	28 0 0	. .	. .	5 10 0	2 10 0	3 5 0	1 10 0	90 15 0	. .
Brampton, St. Thomas	. .	18 1 6	10 1 11	29 2 0	. .	57 5 5	40 0 0	25 0 0	6 0 0	. .	4 12 9	2 8 0	. .	1 1 11½	79 2 8½	. .
Chapel-en-le-Frith	27 10 0	41 6 0	29 3 6	49 6 10	. .	147 6 4	32 10 0	40 0 0	42 0 0	2 10 0	11 11 9	4 5 0	5 15 3	11 1 8	149 13 8	. .
Boylestone	. .	20 0 0	5 0 0	15 0 0	. .	40 0 0	40.*		. .	. .	3 10 0	2 10 0	0 5 0	0 5 0	46 10 0	. .
Hennor																
Whitfield																
Tideswell																
Bakewell	. .	. .	21 0 0	15 0 0	. .	. .	. .	45 0 0	. .	. .	. .	. .	. .	. .	. .	. .
Alfreton																
Holymonside	. .	. .	. .	20 8 1	27† 1 11	47 10 0	40 0 0	7‡ 0 0	. .	. .	. .	0 10 0	. .	. .	47 10 0	. .
Newhall																
Buxton	83 19 10	. .	. .	. .	. .	83 19 10	83 19 10	. .	. .	. .	10 0 0	3 0 0	4 0 0	. .	97 0 0	. .

* Master and mistress. † By the Rev. T. B. Jebb. ‡ Half-days.

GENERAL OBSERVATIONS.

Ashbourne.—Slightly improved, but the lower classes are still in an unsatisfactory state; the standard of instruction in the girls' school has been raised.

Brampton, St. Thomas.—No improvement in either school; the children are young and very irregular in their attendance.

Chapel-en-le-Frith.—The religious knowledge of the boys was scarcely satisfactory; they are also deficient in spelling and arithmetic. A new mistress has been appointed to the girls' school, which is improving; the lower classes read nicely, and the first answered well in Scripture. There is an infant school under a very intelligent mistress. I regret that I had not time to examine it.

Boylestone.—This school has improved in many respects since the last inspection; the first class answered nicely in Scripture, and was fairly acquainted with the geography of Europe.

Heanor.—A large and handsome building, containing accommodation, in separate rooms, for boys and girls. The school has been in operation about three months; the master and mistress are ill qualified for their situations.

Whitfield.—The building has for some time been ready for the reception of the children, but it has not yet been used as a day-school.

Tideswell.—A very handsome building, but it is not yet completed in consequence of a deficiency of funds.

Bakewell.—This school has been recently established; the progress of the children was satisfactory, when the time during which they had been under instruction is taken into consideration. A boys' school is greatly needed in this parish.

Alfreton.—The establishment of this school, which has long been wanted, is due to the praiseworthy exertions of the curate; it has not long been in operation, but there is much about it that promises well for the future.

Holymonside.—A mixed school under a master; the expense attending it falls entirely upon the clergyman, who has struggled on against hindrances of every kind, which would have caused most men to close the school in despair.

Newhall.—The boys and girls are now taught together under a mistress. I regret that I cannot report more favourably of the progress of the children, for the mistress has certainly taken great pains with them, and laboured hard in her school.

Buxton.—The boys and girls under a master trained at Lichfield: more attention should be paid to order and discipline; the school is an improving state.

DERBYSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.							
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
151. Edensor . . . Boys' (Oct. 16) Girls'	1	Oct.	.	.	33	5	8	33	6	15	4	6	13	10	.	.	15	4	10	.	2	6	2	20	20	20	33	26	.	.	.
	1	.	.	.	34	9	10	35	.	22	5	6	6	18	.	.	10	.	24	.	9	.	.	11	11	11	40	.	.	.	.
152. Doveridge . Girls' (Oct. 18) Infants'	1	Sept	.	.	27	17	24	25	.	9	5	11	8	12	.	25	.	.	13	.	8	4	.	20	20	12	.	.	.	.	.
	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
153. Sudbury . . . Girls' (Oct. 19)	2	Sept	.	.	55	15	18	55	13	14	7	21	27	29	9	30	.	3	23	7	5	3	.	28	28	13	17	.	.	.	.
LEICESTERSHIRE.																															
154. Barkestone . . Boys' (Oct. 12) Girls'	.	.	.	70	31	.	.	33	8	15	10	.	13	20	.	20	.	.	10	.	9	.	1	20	20	.	.	.	.	.	.
	.	.	.	60	54	21	19	49	10	19	11	9	26	16	5	16	.	30	26	5	11	.	.	16	16	.	.	.	.	.	.
155. Normanton-on-the-Heath (Feb. 19)	.	.	.	60	31	10	3	33	10	10	13	.	6	.	.	16	.	.	20	.	.	.	.	13	13	.	.	.	.	.	.
156. Harborough. . Boys' (Feb. 20) Girls'	.	.	.	134	108	22	14	86	28	37	5	6	16	53	.	57	.	.	27	6	16	5	.	21	21	21	12	.	.	.	.
	.	.	.	134	75	22	11	69	25	29	6	9	22	37	.	37	.	.	26	8	4	.	.	15	15	15	.	.	.	.	.
157. Heather . . . Mixed (March 5)	.	.	.	.	40	17	14	36	18	18	.	.	11	3	.	14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
158. Swepstone . . Mixed (March 5)	.	.	.	.	20	2	7	24	10	14	.	.	3	2	.	5	.	.	8	.	.	.	.	.	.	.	.	.	.	.	.
159. Whitwick. . Infants' (April 3)	.	.	1200	.	72	30	35	63	37	14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
160. Thringston. . Mixed (March 7)	.	.	600	100	75	24	21	81	56	18	7	.	8	10	.	11	.	.	17	1	.	1	.	.	5	.	.	.	.	.	.

	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Edensor	6 4 0	. .	. .	. .	180* 0 0	. .	95 0 0	40 0 0	10 0 0	. .	20 0 0	5 0 0	10 0 0	175 0 0	. .
Doveridge	. .	45 0 0	. .	25 0 0	. .	70 0 0	. .	40 0 0	20 0 0	† . .	6 0 0	4 10 0	1 10 0	86 0 0	. .
Sudbury‡	. .	. .	. .	. .	. .	. .	. .	25 0 0	. .	25 0 0	. .	. .	. .	. .	. .

LEICESTERSHIRE.

Barkestone	25	0	0	2	2	0	. .	10	9	6	5	0	0	44	8	0	50	0	0	30	0	0	. .	1	10	0	. .	2	10	0	5	0	0	. .	89	0	0	. .
Normanton-on-the-Heath		. .		15	10	0		6	10	0	4	13	7	26	13	7		. .		36	0	0	. .		. .		0	4	9		. .		0	8	10	26	13	7	. .
Harborough	10	11	0	47	2	6	13	9	9	30	0	0	10	0	0	111	3	3	50	10	0	39	10	0	. .		. .		7	15	0	3	8	0	12	0	0	114	5	0	. .	. .
Heather	0	17	0	5	0	0	15	0	0	6	0	0	1	5	0	25	8	4		. .		20	0	0	. .		. .		2	10	0	2	10	0	. .		. .	1	0	0	26	0	0	. .
Swepstone		. .		16	19	3		. .		4	0	8		. .		21	0	11		. .		14	0	0	2	12	0		. .		0	13	6	1	1	3	0	5	8	1	16	0	20	9	1	. .
Whitwick		. .		16	0	0		. .		13	1	9		. .		29	1	9		. .			. .		23	5	5		. .		0	14	0	1	11	3	1	2	6	2	15	3	29	8	5	. .
Thringston		. .		7	16	0	0	19	0	4	10	8	10	0	0	32	5	8		. .		20	0	0		. .		1	6	0	2	4	10½	1	5	6		. .		5	18	7	30	15	0½	. .

* From the Duke of Devonshire. † Clothes for one girl. ‡ The schools are entirely supported by Lord Vernon, except quarterly payments from farmers' children.

GENERAL OBSERVATIONS.

Edensor.—The first class of boys passed a satisfactory examination, but the lower classes have not had proper care and attention bestowed upon them by the master, who had been warned of the necessity of doing so at a previous inspection. The girls' school is slightly improved, but the children are still deficient in arithmetic. A new mistress, who has gained her certificate, has been recently appointed.

Doveridge.—The first class passed a good examination, the rest a very indifferent one. This is not to be attributed to any want of care on the part of the mistress, but to the short time the greater part of the children have attended the school. The children in the infant school have been fairly taught, but rather too much by rote; the first class should be taught arithmetic as far as the four simple rules; the efficiency of both schools would be increased by this.

Sudbury.—The first class passed a fair examinatton, the second was deficient in arithmetic; the greater part of the first and second classes can read with ease from books of general information, but their articulation is indistinct. The mistress and her apprentices have worked hard in the school.

Barkestone.—The boys' school is very inferior to the girls'; there is not much probability of an improvement under the present master. When the time during which the girls have been under instruction is taken into consideration, their progress is satisfactory; they have been well instructed in Scripture. The mistress is an earnest, intelligent teacher.

Normanton-on-the-Heath.—The standard of instruction is low, but the first class answered nicely in Scripture, and wrote fairly from dictation.

Harborough.—The boys' school is in an inefficient and unsatisfactory state, nor is it likely to improve under the present master, who is a respectable man, but not fitted for his situation. The mistress of the girls' school has only been in charge since Christmas. I cannot report favourably of the proficiency of her scholars.

Heather.—The present mistress has only been two months; she is not therefore responsible for the gross ignorance of the children, scarcely one of whom could answer the simplest question in Scripture or in any other subject.

Swepstone.—A mixed school under a very young mistress, who has instructed her pupils to the best of her ability.

Whitwick.—The standard of instruction is low, but the children have been fairly taught; the mistress has taken considerable pains with her school. There is a boys' school in this parish, but I did not inspect it.

Thringstone.—Mixed school under a mistress, whose exertions are greatly impeded by the number of infants in daily attendance; she has taken pains with her school.

LEICESTERSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	Number of Children Writing: On Slates: From Dictation or Memory.	Number of Children Writing: On Slates: Abstracts or Composition.	Number of Children Writing: On Paper: From Copies.	Number of Children Writing: On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Number of Children learning other Subjects: Grammar.	Number of Children learning other Subjects: History of England.	Number of Children learning other Subjects: Vocal Music, from Notes.	Number of Children learning other Subjects: Linear Drawing.	Number of Children learning other Subjects: Geometry.	Number of Children learning other Subjects: Mensuration.	Number of Children learning other Subjects: Algebra.
161. Hugglescote. . Boys'	.	.	1051	110	31	11	12	27	11	10	6	.	6	9	.	15	.	.	8	.	1	.	.	.	10	.	.	.	.	.	.	.
(March 8) Girls'	.	.	.	.	34	10	9	28	14	7	7	.	.	7	.	7	.	.	4	.	3	.	.	.	6	.	.	.	.	.	.	.
162. Coalville . . . Boys'	.	.	1300	65	59	45	36	45	32	8	5	.	16	9	.	13	.	.	9	4	.	.	.	4	.	.	.	.	.	.	.	.
(March 9) Girls'	.	.	.	65	65	60	43	59	35	21	3	.	25	7	.	15	.	.	6	.	3	.	.	.	.	.	.	.	.	.	.	.
163. Sheepshead (March 12) Boys'	3	Apr	.	200	130	20	.	124	27	58	22	17	28	42	3	57	12	35	59	8	12	.	12	65	49	35	.	.	.	3	.	.
Girls' & Infants'	.	.	.	.	160	.	.	167	80	12	12	3	.	12	.	27	.	.	9	.	3	.	.	.	.	.	.	.	.	.	.	.
164. Belton . . . Mixed (March 13)	.	.	718	.	70	33	17	51	24	18	9	.	.	15	.	15	.	.	14	.	1	.	.	12	2	.	.	.	.	.	.	.
165. Rothley . . . Boys' (March 14)	.	.	.	.	.	.	.	8	.	4	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
166. Quorndon . . Mixed	.	.	1811	.	35	51	45	33	7	8	7	.	.	.	.	15	.	.	15	3	3	3	.	9	3	.	.	.	.	.	.	.
(Mar. 15) Infants'	.	.	.	.	116	91	34	92	33	87	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
167. Woodhouse Eaves, (Mar. 16) Boys'	.	.	.	.	.	.	.	31	13	14	4	.	4	14	.	4	.	.	10	1	.	.	.	11	11	.	.	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	25	12	10	5	.	3	8	.	12	.	.	8	.	.	.	.	.	.	.	.	.	.	.	.	.
168. Broughton Astley, (March 19) Mixed	.	.	720	100	.	59	60	33	9	5	4	.	11	16	.	22	.	.	21	1	1	.	.	15	.	.	.	.	.	.	.	.
169. Queniborough (Mar. 20) Boys'	.	.	900	.	26	10	14	35	9	16	7	.	12	4	.	23	.	.	15	3	3	2	.	24	.	11	.	.	.	.	.	.
Girls'	.	.	.	.	26	14	13	30	.	.	9	.	9	16	.	21	.	.	4	1	.	.	.	19	.	9	.	.	.	.	.	.
170. Twyford. . . Mixed (Mar. 21)	.	.	500	104	33	12	14	41	17	3	14	3	13	20	.	28	.	.	15	4	3	2	.	7	3	.	.	.	.	.	.	.
171. Osdby. . . . Mixed	.	.	1150	100	50	71	8	51	.	34	11	6	15	29	.	36	.	.	25	3	7	1	.	21	21	.	21	.	.	.	.	.

NAME OF SCHOOL.	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any)	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any) not being Pupil-teachers	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Hugglescote	. .	21 5 0	5 16 5½	10 8 0	. .	37 9 5½	35 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .
Coalville	. .	27 15 0	16 0 0	10 0 0	. .	53 15 0		50l.*	. .	. .	2 16 0	3 10 0	2 0 0	1 14 0	60 0 0	. .
Sheepshead	. .	31 0 0	. .	35 0 0	10 0 0	76 0 0	74 0 0	15 0 0	9 12 0	10 0 0	5 0 0	4 0 0	2 0 0	1 0 0	120 0 0	. .
Belton	. .	20 0 0	. .	12 13 10	. .	32 13 10	. . .	96 9 5	. .	4 10 6	1 13 1	1 17 4	0 5 0	0 3 0	34 18 4	. .
Rothley																
Quorndon†	20 0 0	29 13 6	. .	8 0 0	. .	57 13 6	30 0 0	. .	10 0 0	2 10 0	3 19 6	. .	0 12 6	0 12 3	47 10 3	. .
Woodhouse Eaves																
Broughton Astley	5. 0 0	. .	10 0 0	12 0 0	. .	27 0 0	40 0 0	. .	. .	. .	4 0 0	2 0 0	. .	1 0 0	47 0 0	. .
Queniborough	. .	26 6 0	24 0 0	10 0 0	1 15 11	62 1 11	35 0 0	25 0 0	. .	. .	1 0 0	2 4 6	2 12 0	5 6 0	71 2 6	. .
Twyford	. .	5 0 0	8 0 0	20 0 0	† . .	33 0 0	35 0 0	10 0 0	. .	. .	. .	. .	. .	10 0 0	55 0 0	. .
Oadby	35 0 0	5 0 0	15 0 0	30 0 0	. .	85 0 0	40 0 0	. .	26 0 0	4 16 0	5 0 0	4 0 0	5 0 0	. .	84 16 0	. .

* Master and mistress.

† Deficiency made up by the Vicar.

GENERAL OBSERVATIONS.

Hugglescote.—Boys and girls in the same room under a master and mistress; the former gives the principal part of the instruction. The boys passed a better examination than the girls, but neither school is in an efficient or satisfactory state; there is a great deficiency of proper books and apparatus.

Coalville.—I cannot record any favourable impression of either school; but the irregular attendance of the children, whose parents are continually moving from place to place in search of work, greatly hinders any exertions which are made for their improvement. The school is in the midst of an extensive colliery district, and is supported under circumstances of great difficulty.

Sheepshead.—A good school under an earnest and intelligent master, who has instructed both boys and girls. Two mistresses are going to be appointed, one for the girls, the other for the infant school; under this arrangement the master will be able to give his undivided attention to the boys.

Belton.—Boys and girls under a mistress, who appears likely to improve her school; the first class answered nicely in Scripture.

Rothley.—I found eight boys assembled on the day appointed for the inspection: only one of them could do a sum in simple subtraction. The master had greatly misconducted himself a short time previous to the examination. There is an endowed school in the parish, the master of which is ill suited in every respect as a guide and instructor of the young.

Quorndon.—The master has been permitted to take private pupils, to whom he has evidently paid much more attention than to his school, which is in an inefficient state. The mistress has exerted herself; but the children have been taught by rote, and appear to have but a very slight knowledge of the meaning of what they read.

Woodhouse Eaves.—The children in both schools are deficient in religious knowledge.

Broughton Astley.—A mixed school under a master, assisted by his wife; it has been recently established.

Queniborough.—The result of the examination of the boys' school was not particularly satisfactory. The first class of girls answered nicely in Scripture, but in other respects there was little difference between their attainments and those of the boys. There is an infant school in the parish; the mistress seemed to be active and intelligent.

Twyford.—Mixed school under a master and mistress; the latter teaches sewing. The children were very orderly and quiet during the examination, but I cannot report any thing else in their favour. The master is a youth between 16 and 17 years of age.

Oadby.—A mixed school under a master, who has only been six months in charge; the progress which the children have made during that period does him credit. The children in the infant school have been intelligently taught.

LEICESTERSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indenture.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.							Number of Children learning other Subjects.							
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts of Composition.	On Paper. From Copies.	On Paper. Abstracts of Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
172. Hinckley . . . Boys'	.	.	.	110	28	30	.	29	8	17	4	.	12	6	.	9	.	.	7	.	.	.	7	.	.	.	.	.	.	.
(Mar. 23) Infants'	.	.	.	.	110	76	37	112	80	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
173. Lutterworth, Sherries' School. . . . Boys (July 31)	.	.	.	.	123	23	10	98	12	48	20	20	56	42	26	42	.	.	38	14	30	.	16	30	30	30	60	60	.	.	30
174. South Kilworth (July 18) Mixed	.	.	500	.	78	40	26	55	25	32	12	.	10	18	.	19	.	14	5	3	7	1	.	.	.	.	.	.	.	.	.
175. Higham-on-the-Hill (July 19) Mixed	.	.	556	.	60	30	20	47	17	19	3	8	.	8	.	28	.	14	18	4	6	.	.	14	14	14	.	.	.	.	.
176. Stoke Golding (July 19) Boys'	.	.	660	.	13	8	3	13	.	.	9	4	.	5	5	.	.	.	.	.	.	.	.	10	10	.	.	.	.	.	.
177. Sheepy Magna (July 20) Mixed	.	.	.	100	65	36	20	63	15	38	4	6	31	17	.	18	.	12	17	3	9	2	.	.	.	.	.	.	.	.	.
178. Stapleton . . Mixed (July 23)	.	.	255	65	42	.	.	41	14	22	5	.	11	7	.	16	.	.	14	.	.	.	.	4	.	.	.	.	.	.	.
179. Sharnford . . Mixed (July 24)	.	.	.	.	50	.	.	43	24	15	4	.	21	4	.	7	.	.	7	.	.	.	.	7	.	.	.	.	.	.	.
180. Burbage . . . Boys' (July 25)	1	May	.	84	50	20	12	57	17	32	4	4	29	23	.	28	.	5	15	2	3	1	2	17	8	.	.	4	.	.	.
181. Great Bowden (July 26) Boys	.	.	800	.	28	15	13	27	8	10	9	.	11	11	.	11	.	.	9	.	2	2	.	.	.	.	.	.	.	.	.
Girls'	.	.	.	65	23	10	11	24	6	9	9	.	3	8	.	11	.	.	5	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any) not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Hinckley	. .	20 0 0	5 0 0	15 0 0	10 0 0	50 0 0	40 0 0	. .	30 0 0	10 0 0	3 0 0	4 4 0	1 10 0	5 0 0	93 14 0	. .
Lutterworth, Sherries' School.																
South Kilworth	6 10 0	6 0 0	. .	20 0 0	10 0 0	42 10 0	45 0 0	. .	. .	. .	1 1 0	. .	1 10 0	4 14 10	52 5 10	. .
Higham-on-the-Hill	. .	14 1 0	. .	13 9 8	5 2 3	32 12 11	. .	30 0 0	. .	0 18 0	1 17 3	1 17 2	. .	. .	34 12 5	. .
Stoke Golding	100 0 0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Sheepy Magna	. .	. .	. .	16 14 5	5 0 0	21 14 5	. .	25 0 0	. .	. .	5 12 9½	2 10 0	. .	1 15 8	34 18 5½	. .
Stapleton	. .	29 5 0	6 7 7	4 7 0	1 11 9	41 11 4	. .	30 0 0	. .	9 2 0	5 11 10	0 14 6	. .	0 1 0	45 9 4	. .
Sharnford																
Burbage	. .	4 10 0	6 10 0	18 0 0	. .	28 10 0	44 0 0	. .	. .	. .	5 0 0	1 10 0	1 0 0	. .	57 10 0	. .
Great Bowden	22 0 0	25 0 0	. .	10 0 0	. .	57 0 0	25 0 0	25 0 0	. .	. .	2 0 0	2 0 0	2 10 0	0 10 0	57 0 0	. .

GENERAL OBSERVATIONS.

Hinckley.—The boys' school has only just been established. The room for the infants is an ill-ventilated place, and the access to it being up a flight of stairs makes it particularly inconvenient for young children. I cannot report favourably of the attainments of the children or of the competency of the mistress.

Lutterworth.—An endowed school, the state of which reflects credit upon the master for the improvements he has succeeded in effecting, and the life and energy he has infused into it.

South Kilworth.—The standard of instruction is low; I cannot report favourably of the attainments of the children.

Higham-on-the-Hill.—A mixed school under a mistress: not much is attempted, but what is done is done well; the children have been intelligently taught.

Stoke Golding.—An endowed grammar-school, the master of which is the curate of the parish; only 10 boys were present on the day appointed for the inspection in consequence of a fever which had broken out in the parish; I could not, therefore, form an opinion as to the efficiency of the school.

Sheepy Magna.—Great pains have been taken with the children by the clergyman, especially in imparting religious knowledge to them; the first class answered nicely in Scripture, in other respects their amount of knowledge was very small.

Stapleton.—A mixed school under a mistress and an assistant, neither of whom are qualified for their office; the children are ignorant and ill taught.

Sharnford.—The mistress has only been two months in charge, she is not, therefore, responsible for the ignorance exhibited by the children.

Burbage.—The result of the examination was not very satisfactory; the boys were deficient in religious knowledge, and their general attainments low.

Great Bowden.—The instruction in both schools is chiefly confined to religious subjects, in reference to which the children exhibited great ignorance.

NORTHAMPTONSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary Attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
182. Northampton, Central (Oct. 22) Boys'	3	Oct.	.	.	125	74	106	128	67	50	13	7	77	67	5	56	.	.	72	.	11	5	1	48	32	32	59	.	.	.	.
Girls'	4	.	.	.	140	.	.	146	72	44	14	16	40	50	10	65	.	.	48	4	16	.	.	46	46	46	.	.	.	.	.
183. Northampton, All Saints.																														
(Oct. 24) Boys'	5	Nov	.	.	160	85	112	160	51	68	26	14	49	69	16	97	.	.	58	25	18	3	5	95	55	65	.	.	.	.	.
(Oct. 25) Girls'	5	.	.	.	102	109	108	115	15	66	12	22	53	53	13	44	7	27	70	.	13	5	.	56	56	18	.	.	.	.	.
(Oct. 25) Infants'	.	.	.	.	.	.	.	.	150	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
184. Northampton, St. Katharine's, Girls'	1	Nov	.	.	56	122	57	56	7	21	132	7	7	29	2	41	.	.	28	3	.	.	.	31	15	.	.	.	.	.	.
(Oct. 26) Infants'	1	.	.	.	111	92	125	99	86	20	5	2	10	9	2	17	.	.	18	3	.	.	.	21	7	.	.	.	.	.	.
185. Northampton, Blue Coat . . . . Boys' (Sept. 26)	.	.	.	.	43	30	23	43	.	8	14	21	.	24	19	43	.	.	16	.	10	9	6	39	15	15	.	.	.	.	.
186. Northampton, St. Sepulchre's . Boys'	1	Jun.	.	250	80	62	58	82	40	7	6	8	16	35	.	20	.	.	21	.	5	5	4	35	36	.	.	.	.	.	.
(June 8) Girls'	1	.	.	250	34	.	.	36	17	5	12	2	15	14	.	17	.	.	12	.	2	.	.	.	.	.	.	.	.	.	.
187. Rockingham . Mixed (Feb. 22)	2	Mar	.		100	27	10	110	29	41	22	14	34	38	9	76	9	20	40	8	16	6	6	46	22	15	.	.	.	2	.
188. Wilbarston . . Boys'	.	.	1,200	70	.	15	5	44	11	19	11	.	.	10	.	24	.	.	13	6	4	1	.	.	.	.	.	.	.	.	.
(Feb. 23) Girls'	.	.	.	70	37	11	.	37	11	.	11	.	7	17	.	18	.	.	11	3	.	.	.	3	3	.	.	.	.	.	.
189. Titchmarsh. . Mixed (March 26)	2	Apr	.	100	60	28	26	64	.	17	20	10	17	34	6	43	.	.	38	5	.	4	.	18	30	20	.	.	.	.	.
190. Naseby. . . . Boys'	1	July	.	.	35	17	.	35	16	16	3	.	1	6	.	7	.	.	17	.	1	.	.	3	3	.	.	.	.	.	.
(June 8) Girls'	.	.	.	.	30	4	18	20	7	6	7	.	13	.	.	13	.	.	7	.	.	.	.	13	13	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance.
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Northampton, Central	. .	. .	. .	. .	. .	348 0 0	. .	. .	. .	. .	. .	. .	. .	. .	360 0 0	. .
,, All Saints.	. .	58 0 0	30 5 7	101 5 11	13 18 6	203 10 0	93 12 7	50 0 0	10 0 0	. .	17 0 7	7 15 8	10 18 11	13 9 5	202 17 2	. .
,, St. Katharine's	. .	35 12 6	13 14 0	38 12 7†	15 5 0	103 4 1†	. .	73*l. 0s. 7d.*		. .	11 13 7	6 11 8	3 8 1	7 8 2	103 8 6	. .
,, Blue Coat	109 0 0	23 0 0	. .	30 0 0	10 0 0	172 0 0	. .	. .	. .	. .	16 0 0	5 0 0	12 0 0	21 0 0	. .	. .
,, St. Sepulchre's	. .	22 5 5	12 0 0	53 4 6	5 0 0	92 9 11	53 3 0	35 18 3	. .	. .	5 10 0	7 3 6	4 0 0	7 0 0	112 14 9	. .
Rockingham	. .	73 0 0	. .	21 0 0	. .	94 0 0	70 0 0	18 0 0	. .	5 4 0	6 0 0	. .	. .	. .	99 4 0	. .
Wilbarston	. .	48 0 0	. .	6 11 2	4 0 0	58 13 2	65 0 0	. .	. .	. .	. .	3 0 0	. .	. .	68 0 0	. .
Titchmarsh	. .	70 0 0	8 0 0	16 0 0	. .	94 0 0	75 0 0	. .	. .	. .	3 0 0	. .	8 0 0	. .	86 0 0	. .
Naseby	. .	82 0 0	. .	†. .	3 10 0	85 10 0	50 0 0	30 0 0	. .	8 8 0	2 10 0	. .	. .	2 8 0	93 6 0	. .

* Both mistresses.

† They do not pay.

GENERAL OBSERVATIONS.

Northampton, Central.—The boys' school, of which an unfavourable report was made in 1842, has decreased still more in efficiency; the result of the examination of the school was highly unsatisfactory. Nor can I report any improvement in the girls' school; they are greatly deficient in arithmetic, and little or no attempt has been made to teach them otherwise than by rote.

Northampton, All Saints'.—No improvement in the boys' school since last year. The boys are deficient in arithmetic. The result of the examination of the school was anything but satisfactory. The school has decreased in efficiency. The girls have been fairly taught, arithmetic excepted; in this they are exceedingly deficient. The infant school has been for so short a time in operation, that I cannot at present speak as to its efficiency.

Northampton, St. Katharine's.—The first class answered nicely in Scripture; the mistress has exerted herself for the improvement of her scholars. The infant school is still doing well, and its efficiency, as a means of education, has been greatly increased by the formation of the school to which I have alluded.

Northampton, Blue Coat.—The first class passed a fair examination; more attention should be paid to order and discipline. The attainments of the lower classes in arithmetic were not satisfactory.

Northampton, St. Sepulchre's.—Some improvements since the last inspection; a new mistress has been recently appointed to the girls' school. The beneficial effects of an active and able superintendence are already beginning to be felt.

Rockingham.—Mixed school under a master; sewing mistress in the afternoon. The first class passed a good examination in reference to the various subjects in which they had been instructed; but the junior classes did not exhibit a corresponding proficiency. The master, who has been trained by Mr. Fry, of Leicester, is a hard-working, intelligent young man.

Wilbarston.—Standard of instruction is low, nothing being taught but reading, writing, and arithmetic; the boys were very ignorant of Scripture; no secular books are used in the school. The girls' school is superior to the boys'.

Titchmarsh.—I cannot record any improvement since the last inspection.

Naseby.—I found the first class of boys reading the book of Revelations; they were wretchedly ignorant of Scripture and nearly of everything else. The girls were equally ignorant; but the mistress is not responsible for this, as she has been for a short time only in charge.

NORTHAMPTONSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.							Number of Children learning other Subjects.							
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
191. Braybrooke . Mixed (July 27)	.	.	420	50	47	7	5	36	13	15	5	.	13	.	.	10	.	.	10	.	.	.	.	.	.	.	.	.	.	.	.
192. Desborough. . Boys' (July 27) Girls'	.	.	1,500	.	23	6	6	17	3	6	5	.	6	8	.	11	.	.	9	.	5	.	.	5	5	.	.	.	.	.	.
	.	.	.	.	35	20	7	.	25	7	7	.	6	7	.	10	.	.	9	.	.	.	.	.	.	.	.	.	.	.	.
LINCOLNSHIRE.																															
193. Spalding . . . Boys' (Feb. 26) Girls'	1	Mar	.	200	90	71	31	114	67	29	9	9	25	19	.	39	.	.	43	9	.	1	.	18	18	18	.	.	.	.	.
	.	.	.	200	80	42	15	101	46	43	6	8	15	31	.	28	.	.	30	.	.	.	.	14	.	14	.	.	.	.	.
194. Barton-on-Humber (Feb. 28) . . Boys' Girls'	.	.	.	.	59	22	16	50	23	18	9	.	11	11	.	22	.	.	19	1	.	1	.	13	13	.	.	.	.	.	.
	.	.	.	.	52	.	.	47	26	13	8	.	.	.	.	8	.	.	8	.	.	.	.	.	.	.	.	.	.	.	.
195. Ulceby . . . Mixed (Mar. 1)	.	.	800	200	79	63	42	61	18	27	12	4	10	18	.	46	.	.	28	.	.	.	.	.	.	.	.	.	.	.	.
196. Owersby . . . Mixed (Mar. 2)	.	.	450	80	60	18	9	59	16	28	10	5	.	20	.	40	.	.	30	8	5	.	.	.	8	.	.	.	.	.	.
197. Colsterworth . Mixed (Mar. 27)	2	Apr	.	100	95	21	26	91	15	36	16	24	17	39	7	44	.	.	34	6	21	8	3	44	24	24	.	.	.	1	.
198. Grantham. . . Boys' (Mar. 28)	4	Apr	.	.	199	55	.	214	40	113	61	20	.	93	10	75	.	.	86	11	29	20	.	99	99	75	.	.	.	.	.
199. Saxilby. . . . Boys' (Mar. 29) Girls'	3	Apr	.	.	94	55	.	68	8	43	9	7	30	20	3	.	.	.	28	.	4	6	.	68	38	23	.	.	.	.	.
	.	.	.	.	56	30	10	56	19	24	10	5	13	10	.	23	.	.	13	.	2	.	.	15	15	.	.	.	.	.	.
200. Messingham . Mixed (May 21)	1	Jun.	.	60	30	18	.	35	13	14	2	7	12	14	.	17	.	.	19	.	5	1	1	9	7	9	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Braybrooke	14 0 0	3 12 0	..	6 0 0	..	23 12 0	..	14 0 0	..	2 12 0	0 15 0	1 0 0	0 10 0	..	18 17 0	..
Desborough	..	21 0 0	..	16 0 0	..	37 0 0	33 16 0	18 4 0	..	..	2 10 0	1 12 0	2 10 0	..	58 12 0	..
LINCOLNSHIRE.																
Spalding	..	65 0 0	..	64 7 0	..	129 7 0	65 0 0	15 0 0	..	..	8 0 0	8 0 0	..	5 0 0	131 0 0	..
Barton-on-Humber	5 0 0	52 12 6	10 0 0	33 10 0	18 0 0	119 2 6	90l.*		..	5 0 0	6 0 0	5 17 0	4 10 0	7 0 0	113 7 0	..
Ulceby	17 10 0	4 4 0	..	13 12 0	..	35 6 0	33 12 0	..	..	..	1 14 0	..	..	..	35 6 0	..
Owersby	10 8 0	25 0 0	..	28 0 8	..	63 8 8	58 0 8	..	..	..	1 10 0	..	4 0 0	1 10 0	65 0 8	..
Colsterworth	30 0 0	..	..	30 0 0	20 0 0	80 0 0	70 0 0	..	..	..	5 0 0	2 0 0	..	..	77 0 0	..
Grantham	..	85 19 0	24 10 0	..	3 0 0	113 9 0	70 0 0	..	..	20 0 0	29 9 8	1 3 0	18 15 10	12 7 2	151 15 8	..
Saxilby	..	12 0 0	7 0 0	40 0 0	..	59 0 0	60l.*		..	..	..	..	5 0 0	5 0 0	70 0 0	..
Messingham	..	23 0 0	..	18 18 0	..	41 18 0	22 0 0	2 10 0	..	..	2 11 0	..	..	..	27 1 0	..

* Master and mistress.

GENERAL OBSERVATIONS.

Braybrooke.—One of the Treasury schools under a mistress. I examined the first class in Scripture and in arithmetic; their knowledge was not very satisfactory in either respect.

Desborough.—The room is much out of repair; there is a great deficiency in proper books and apparatus. The master is rough in his manners towards the children, whom I found very ignorant. The girls had rather a better knowledge of Scripture than the boys.

Spalding.—The discipline of the boys' school is bad, nor was the result of the examination satisfactory. The master is not deficient in ability, but very little impression of it was to be found upon his pupils. The first class of the girls answered nicely in Scripture; the lower classes have not been sufficiently attended to, and the whole school is deficient in arithmetic.

Barton-on-Humber.—The state of both schools reflects little credit upon either the master or the mistress. The infant school is closed for want of funds.

Ulceby.—The standard of instruction is low, nor is there much probability of its being raised under the present master.

Owersby.—I cannot record anything in favour of this school; the children were very deficient in religious knowledge.

Colsterworth.—This school has increased in numbers since the last inspection; the children have been well instructed in Scripture, and passed a fair examination. The standard of instruction in the lower classes has been raised.

Grantham.—A new master has been appointed, who has succeeded in improving his school.

Saxilby.—Considerable alterations have been made in reference to the arrangement and fittings of the school, by which it has been much improved; the lower classes have been well attended to. The school, generally, passed a fair examination, but they should improve in spelling. The girls' school exhibited no improvement.

Messingham.—The master has been in charge about three months; an improvement has taken place both in regard to the discipline and character of the instruction.

LINCOLNSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	Number of Children Writing: On Slates: From Dictation or Memory.	Number of Children Writing: On Slates: Abstracts or Composition.	Number of Children Writing: On Paper: From Copies.	Number of Children Writing: On Paper: Abstracts of Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
201. Gainsborough (May 22)	Boys'	3	Jun.	.	250	135	68	18	146	62	35	31	18	76	54	6	70	.	26	48	20	18	6	3	70	70	24	.	.	.	.	.
	Girls'	.	.	.	100	.	.	.	59	30	9	15	5	27	22	2	15	.	.	27	.	12	.	.	.	.	.	.	.	.	.	.
202. Skirbeck (May 30)	Boys'	.	.	.	116	90	70	50	70	32	17	6	15	16	40	4	54	.	10	39	.	12	9	.	21	21	21	20	20	.	.	.
	Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
203. Wrawby (Sept 28)	Mixed	.	.	.	.	50	.	.	27	8	7	4	8	5	10	4	19	.	.	18	.	6	3	.	19	19	9	15	.	.	.	.
204. Winteringham (Jan. 25)	Boys'	.	.	700	.	45	.	.	32	.	14	13	5	7	20	1	25	.	.	14	5	.	6	.	25	11	11	.	.	.	.	.
	Girls'	.	.	.	.	35	.	.	32	7	11	10	2	5	8	.	10	.	.	15	.	.	.	.	15	.	.	.	.	.	.	.
205. Grasby (Jan. 26)	Boys'	.	.	400	.	.	.	.	31	12	12	6	2	.	12	.	10	.	.	.	7	3	.	.	10	10	10	.	.	.	.	.
	Girls'	.	.	.	.	.	.	.	29	11	12	6	.	.	5	.	7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
RUTLANDSHIRE.																																
206. Luffenham (June 25)	Mixed	.	.	.	72	60	.	.	74	31	23	10	.	5	22	.	27	.	.	23	4	.	.	.	.	.	.	.	.	.	.	.
207. Ketton (June 26)	Boys'	.	.	1,200	60	45	.	.	46	24	15	7	.	12	7	.	10	.	.	7	.	.	.	.	.	.	.	.	.	.	.	.
	Girls'	.	.	.	60	45	.	.	47	26	18	3	.	6	3	.	7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
208. Ryhall (June 27)	Boys'	.	.	.	50	36	14	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Girls'	.	.	.	.	36	14	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
209. Braunston (June 28)	Mixed	.	.	430	100	50	.	.	47	22	20	5	.	16	8	.	13	.	.	13	.	.	.	.	.	.	.	.	.	.	.	.
210. Hambleton (June 29)	Mixed	.	.	320	.	40	3	3	33	.	19	14	.	6	15	.	25	.	.	5	.	5	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME. From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	ANNUAL EXPENDITURE. Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Gainsborough . . Boys'	. . .	39 0 0	. .	. .	48 3 6	87 3 6	60 5 0	. . .		. .	10 0 0	7 0 0	6 0 0	. . .	83 0 0	. .
Girls'	12 0 0	34 0 0	. .	9 0 0	2 10 0	57 0 0	. .	40 0 0		. .	5 10 0	5 10 0	3 10 0	6 0 0	60 10 0	. .
Skirbeck	. .	53 9 9	15 2 1	30 0 0	34* 6 0	132 17 10	50 0 0	30 0 0	2 0 0	. .	3 5 0	1 12 0	3 3 0	1 16 0	91 16 0	. .
Wrawby	. .	37 13 6	. .	33 0 0	2 7 0	. .		60l.†	. .	. .	7 10 0	. .	4 8 6	1 2 0	73 0 6	. .
Winteringham																
Grasby																

* Towards liquidating school debt.

† Master and mistress.

RUTLANDSHIRE.

Luffenham	. .	12 0 0	0 10 0	30 1 2	. .	33 11 2	. .	30 0 0	. .	0 12 0	1 19 10½	1 11 3	2 4 10	3 4 1	39 12 2½	. .
Ketton	32 0 0	3 3 0	. .	10 0 0	18 0 0	63 3 3	36 3 0	32 0 0	. .	. .	1 1 0	. .	. .	. .	69 4 0	. .
Ryhall	3 0 0	31 17 0	. .	32 12 2	2 11 2	67 0 4	52 0 0	. .	2 12 0	. .	1 18 0	3 7 0	0 8 4	3 3 11	63 9 3½	. .
Braunston	4 7 0	9 0 0	. .	12 0 0	. .	25 7 0	. .	20 0 0	. .	. .	3 7 0	. .	. .	. .	25 7 0	. .
Hambleton	. .	37 0 0	. .	14 0 0	. .	51 0 0	49 0 0	. .	. .	. .	2 0 0	.	. .	. .	51 0 0	. .

* Fuel included.

GENERAL OBSERVATIONS.

Gainsborough.—The master has been diligent in his school, but it did not exhibit that improvement which I anticipated. The boys are deficient in arithmetic, both in regard to writing down figures from dictation, and in the correct working of the sums. The present mistress has only been three weeks in charge of her school, she is not, therefore, responsible for its unsatisfactory state, which reflects little credit upon her predecessor.

Skirbeck.—The state of the boys' school reflects little credit upon the master, who has not exerted himself during the past year for the improvement of those committed to his care. The girls' school remains in an inefficient and unsatisfactory state.

Wrawby.—Another master and mistress have recently been appointed, the former of whom seems likely to do well.

Winteringham.—The first class of boys have been fairly instructed in Scripture; they are also well acquainted with the meaning of the Church catechism, and in other respects have been intelligently taught. I cannot report so favourably of the attainments of the second class. The annual expense of this school falls heavily upon the clergyman, who devotes a considerable portion of his time to the active superintendence of it: the good effects of this supervision were very manifest. The girls' school is in an improving state under a mistress, who understands her work.

Grasby.—A small village on the Wolds. Boys and girls are taught in the same room under a master and mistress. I cannot report favourably of either school.

Luffenham.—The children have been fairly instructed in Scripture. The efficiency of the school would be greatly promoted by a more comprehensive system of instruction.

Ketton.—Neither the master nor mistress of these schools are competent for their situations. The apparatus of the boys' school consists of a few torn Bibles and broken slates. The girls' school is in no respects better than the boys'.

Ryhall.—One of the Treasury schools. The principal part of the instruction is given by the master, whose wife teaches sewing. The children were not examined. The smell from the boys' privy (which is close to the school-room) is so bad, that one of the windows in the room cannot be opened.

Braunston.—The instruction is chiefly confined to religious subjects; the first class answered nicely in Scripture.

Hambleton.—Mixed school under a master; the first class answered fairly in Scripture, for their knowledge of which they seemed to be maigly indebted to the clergyman. The lower classes have had little care or attention paid to them.

NOTTINGHAMSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already Appointed.	Date of Indenture.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.							
													On Slates.			On Paper															
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
211. Dunham . . . Boys' (Feb. 13) Girls'	1	Feb	.	100	45	17	15	47	11	13	6	8	10	20	4	.	.	.	22	6	7	4	3	23	23	23	23	.	.	4	.
	.	.	.	100	30	12	10	31	10	11	8	2	.	11	.	25	.	.	7	4	3		.	15	15	5	15	.	.	.	.
212. Carrington Boys' (Feb. 14)	2	Feb	.	200	93	50	47	95	29	36	29	11	20	39	4	59	.	42	16	19	15	5	5	43	29	22	.	.	.	.	.
213. Arnold . . . Mixed (Mar. 30)	.	.	.	100	66	140	44	68	47	19	3	.	.	7	.	18	.	.	19	2	.	.	.	21	21	.	.	.	.	.	.
214. Ollerton . . . Boys' (May 7) Girls'	4	May	.	200	156	41	34	158	45	73	20	16	52	67	12	153	.	72	40	34	19	5	.	100	70	50	74	.	.	12	
	3	.	.	.	90	33	28	102	40	30	20	12	37	24	6	86	6	.	35	10	6	.	.	47	47	32	40	.	.	.	.
215. Mansfield Woodhouse (May 24) Boys'	1	Jun	.	140	48	28	15	34	12	12	5	5	.	22	4	22	.	.	24	7	.	.	3	22	10	10	.	.	.	.	.
Girls'	.	.	.	80	30	.	.	28	19	4	5	.	.	11	.	13	.	.	13	.	.	.	.	6	6	6	.	.	.	.	.
216. Collingham (May 29)	2	July	.	.	70	66	27	81	19	37	15	10	7	24	14	45	.	.	34	.	6	2	3	20	20	.	.	.	.	3	3
217. Lenton . . . . Boys' (June 6)	5	Nov	.	150	120	101	90	136	47	27	19	16	47	62	9	90	12	27	49	.	21	8	12	90	90	20	.	136	.	.	.
218. Sutton Bonnington (June 14) Mixed	.	.	.	.	92	40	15	84	64	17	3	.	.	6	.	14	.	.	8	.	.	.	.	.	6	.	.	.	.	.	.
219. Ison Green . . Boys' (June 15)	.	.	3,000	200	61	124	63	55	25	14	16	.	7	6	.	27	.	.	7	5	4	.	.	.	15	.	.	.	.	.	.
220. Sutton-in-Ashfield (June 20) Boys'	2	July	.	150	104	.	.	77	37	22	6	12	22	19	2	30	.	.	37	5	10	.	.	15	15	15	15	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
221. Blidworth . . Mixed (June 21) Infants'	.	.	.	.	50	81	13	52	11	25	4	6	.	22	13	41	.	.	36	4	.	1	.	10	10	.	.	.	.	.	.
	.	.	.	.	39	75	11	33	37	.	.	.	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
222. Southwell . . Infants' (June 22)	.	.	.	.	110	73	28	88	91	29	.	.	29	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
223. Costock (July 3). . .	.	.	.	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
224. Newthorpe . Infants' (July 4)	.	.	1,500	.	49	.	.	49	19	30	.	.	12	.	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Dunham	. .	27 0 0	. .	36 0 0	6 0 0	69 0 0	39* 0 0	. .	. .	. .	1 0 0	1 15 0	5 0 0	1 0 0	74 15 0	. .
Carrington	. .	25 14 6	34 1 10	20 14 2	. .	80 10 6	52 0 0	. .	. .	. .	. .	1 13 0	5 15 6	20 0 3	80 10 6	. .
Arnold	. .	14 0 0	10 0 0	9 11 8	. .	33 11 8	. .	. .	25 0 0	. .	2 3 5	2 8 6	1 12 0	3 14 4	34 4 3	. .
Ollerton	. .	114 15 0	11 15 8	44 10 6	5 9 6	176 10 8	70 0 0	40 0 0	. .	. .	15 14 10	5 9 8	16 0 0	19 10 4	166 14 10	. .
Mansfield Woodhouse	. .	44 3 7	12 0 0	14 6 10	5 1 0	75 11 5	60 0 0	35 0 0	. .	. .	1 15 2	4 0 5	. . .	5 13 6	106 19 1	. .
Collingham	. .	31 3 6	. .	32 12 11	. .	65 16 5	47 0 0	21 0 0	. .	. .	0 15 9	2 5 7	1 1 10	0 7 9	72 10 11	. .
Lenton	. .	78 14 0	16 8 9	78 17 9	3 7 11½	179 8 5½	65 0 0	40 0 0	. .	11 2 4½	19 11 10	13 7 9	18 7 7	11 17 8	179 7 2½	. .
Sutton Bonnington	. .	9 10 0	. .	15 10 9	5 0 0	29 10 0	. .	30 0 0	. .	0 6 0	1 16 0	4 0 0	0 6 6	0 10 0	36 18 10	. .
Iron Green	. .	12 12 0	13 17 8	15 0 0	. .	41 9 8	32 0 0	. .	. .	. .	8 0 0	6 0 0	0 5 0	. . .	46 5 0	. .
Sutton-in-Ashfield	7 10 0	40 0 0	12 0 0	14†15 9	. .	74 5 9	50 0 0	25 0 0	. .	. .	12 0 0	6 0 0	5 1 5	1 7 0	94 8 5	. .
Blidworth																
Southwell	. .	17 17 2	. .	13 17 7	18 6 4	50 1 1	. .	. .	25 0 0	2 8 0	7 10 0	2 2 0	0 17 8	12 3 5	50 1 1	. .
Costock																
Newthorpe)	. .	5 10 0	. .	5 0 0	5 0 0	15 10 0	. .	. .	15 10 0	. .	. .	. .	. .	2 0 0	17 10 0	. .

* 30*l.* from the managers, and the pence. † For half a year.

GENERAL OBSERVATIONS.

Dunham.—Some improvement since the last inspection, but the lower classes have not had sufficient attention paid to them; they were particularly deficient in arithmetic and spelling: writing bad throughout the school, the state of which is by no means in proportion to the high certificate which the master obtained at the Easter examination. A slight improvement has taken place in the girls' school, but they are still very deficient in arithmetic.

Carrington.—The discipline of the school is not good, and the religious knowledge of the children is scarcely satisfactory.

Arnold.—Another mistress has been appointed: she has slightly improved the school, but the children are still very ignorant. A boys' school is greatly needed in this parish.

Ollerton.—The discipline of the school is much improved, and the children have been well and carefully taught; but they should improve in reading and spelling. Another mistress has been appointed to the girls' school, which seems likely to be more efficient than hitherto.

Mansfield Woodhouse.—Both schools have been recently established: the teachers are working hard and have been successful. There is an endowed school in the parish, but it seems to be of little avail, in its present state, for any real purpose of education.

Collingham.—The master has been working hard in the school, but the children should improve in spelling and arithmetic.

Lenton.—The first class passed a fair examination; the lower classes are somewhat improved, but by no means to that extent that I anticipated: they are deficient in spelling and arithmetic.

Sutton Bonnington.—I cannot report any improvement since the last inspection, although the mistress has had the assistance of a stipendiary monitor.

Iron Green.—This school is situated in the midst of a large and poor manufacturing population. The room contains accommodation for 200 children, but the average attendance is not more than 60.

Sutton-in-Ashfield.—The Duke of Portland has been a great benefactor to this school, which is in an improving state, and exhibits considerable life and vigour, but it is not adequate to the educational wants of the place; another school is greatly needed in a more destitute part of the parish. I cannot report favourably of the girls' school, nor of the competency of the mistress.

Blidworth.—A well-arranged and handsome building; the site was given by a gentleman in the neighbourhood. The progress of the children, when the short time during which they have been under instruction is taken into consideration, was satisfactory.

Southwell.—An infant school, which has been recently established.

Costock.—One of the Treasury schools, which I did not examine: boys and girls are taught together under a mistress. The building is in good repair.

Newthorpe.—An infant school without life or energy, and nearly destitute of books and apparatus. No improvement is ever likely to take place under the present mistress.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already Appointed.	Date of Indenture.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing				Number of Children learning Arithmetic.						Number of Children learning other Subjects.							
													On Slates.			On Paper													
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
211. Dunham . . . Boys'	1	Feb	.	100	45	17	15	47	11	13	6	8	10	20	4	.	.	.	22	6	7	4	3	23	23	23	23	.	.	4	.
(Feb. 13) Girls'	.	.	.	100	30	12	10	31	10	11	8	2	.	11	.	25	.	.	7	4	3	.	.	15	15	5	15	.	.	.	.
212. Carrington Boys'	2	Feb	.	200	93	50	47	95	29	36	29	11	20	39	4	59	.	42	16	19	15	5	5	43	29	22	.	.	.	.	.
(Feb. 14)																															
213. Arnold . . . Mixed	.	.	.	100	66	140	44	68	47	19	3	.	.	7	.	18	.	.	19	2	.	.	.	21	21	.	.	.	.	.	.
(Mar. 30)																															
214. Ollerton . . . Boys'	4	May	.	200	156	41	34	158	45	73	20	16	52	67	12	153	.	72	40	34	19	5	.	100	70	50	74	.	.	12	
(May 7) Girls'	3	.	.	.	90	33	28	102	40	30	20	12	37	24	6	86	6	.	35	10	6	.	.	47	47	32	40	.	.	.	.
215. Mansfield Woodhouse																															
(May 24) Boys'	1	Jun	.	140	48	28	15	34	12	12	5	5	.	22	4	22	.	.	24	7	.	.	3	22	10	10	.	.	.	.	.
Girls'	.	.	.	80	30	.	.	28	19	4	5	.	.	11	.	13	.	.	13	.	.	.	.	6	6	6	.	.	.	.	.
216. Collingham (May 29)	2	July	.	.	70	66	27	81	19	37	15	10	7	24	14	45	.	.	34	.	6	2	3	20	20	.	.	.	.	3	3
217. Lenton . . . . Boys'	5	Nov	.	150	120	101	90	136	47	27	19	16	47	62	9	90	12	27	49	.	21	8	12	90	90	20	.	136	.	.	.
(June 6)																															
218. Sutton Bonnington																															
(June 14) Mixed	.	.	.	.	92	40	15	84	64	17	3	.	.	6	.	14	.	.	8	.	.	.	.	.	6	.	.	.	.	.	.
219. Ison Green . . Boys'	.	.	3,000	200	61	124	63	55	25	14	16	.	7	6	.	27	.	.	7	5	4	.	.	.	15	.	.	.	.	.	.
(June 15)																															
220. Sutton-in-Ashfield																															
(June 20) Boys'	2	July	.	150	104	.	.	77	37	22	6	12	22	19	2	30	.	.	37	5	10	.	.	15	15	15	15	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
221. Blidworth . . Mixed	.	.	.	.	50	81	13	52	11	25	4	6	.	22	13	41	.	.	36	4	.	1	.	10	10	.	.	.	.	.	.
(June 21) Infants'	.	.	.	.	39	75	11	33	37	.	.	.	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
222. Southwell . . Infants'	.	.	.	.	110	73	28	88	91	29	.	.	29	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(June 22)																															
223. Costock (July 3). . .	.	.	.	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
224. Newthorpe . Infants'	.	.	1,500	.	49	.	.	49	19	30	.	.	12	.	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(July 4)																															

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress.	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Dunham	. .	27 0 0	. .	36 0 0	6 0 0	69 0 0	30* 0 0	. .	. .	. .	1 0 0	1 15 0	5 0 0	1 0 0	74 15 0	. .
Carrington	. .	25 14 6	34 1 10	20 14 2	. .	80 10 6	52 0 0	. .	. .	. .	. .	1 13 0	5 15 6	20 0 3	80 10 6	. .
Arnold	. .	14 0 0	10 0 0	9 11 3	. .	33 11 8	. .	. .	25 0 0	. .	2 3 5	2 8 6	1 12 0	3 14 4	34 4 3	. .
Ollerton	. .	114 15 0	11 15 8	44 10 6	5 9 6	176 10 8	70 0 0	40 0 0	. .	. .	15 14 10	5 9 8	16 0 0	19 10 4	166 14 10	. .
Mansfield Woodhouse	. .	44 3 7	13 0 0	14 6 10	5 1 0	75 11 5	60 0 0	35 0 0	. .	. .	1 15 2	4 0 5	. . .	5 13 6	106 19 1	. .
Collingham	. .	31 3 6	. .	32 12 11	. .	65 16 5	47 0 0	21 0 0	. .	. .	0 15 9	2 5 7	1 1 10	0 7 9	72 10 11	. .
Lenton	. .	78 14 0	18 8 9	78 17 9	3 7 11½	179 8 5½	65 0 0	40 0 0	. .	11 2 4½	19 11 10	13 7 9	18 7 7	11 17 8	179 7 2½	. .
Sutton Bonnington	. .	9 10 0	. .	15 10 9	5 0 0	29 10 0	. .	30 0 0	. .	0 6 0	1 16 0	4 0 0	0 6 6	0 10 0	36 18 10	. .
Ison Green	. .	12 12 0	13 17 8	15 0 0	. .	41 9 8	32 0 0	. .	. .	. .	8 0 0	6 0 0	0 5 0	. . .	46 5 0	. .
Sutton-in-Ashfield	7 10 0	40 0 0	12 0 0	14½ 15 9	. .	74 5 9	50 0 0	25 0 0	. .	. .	12 0 0	6 0 0	5 1 5	1 7 0	94 8 5	. .
Blidworth																
Southwell	. .	17 17 2	. .	13 17 7	18 6 4	50 1 1	. .	. .	25 0 0	2 8 0	7 10 0	2 2 0	0 17 8	12 3 5	50 1 1	. .
Costock																
Newthorpe)	. .	5 10 0	. .	5 0 0	5 0 0	15 10 0	. .	. .	15 10 0	. .	. .	. .	. .	2 0 0	17 10 0	. .

* 30*l.* from the managers, and the pence. † For half a year.

GENERAL OBSERVATIONS.

Dunham.—Some improvement since the last inspection, but the lower classes have not had sufficient attention paid to them; they were particularly deficient in arithmetic and spelling: writing bad throughout the school, the state of which is by no means in proportion to the high certificate which the master obtained at the Easter examination. A slight improvement has taken place in the girls' school, but they are still very deficient in arithmetic.

Carrington.—The discipline of the school is not good, and the religious knowledge of the children is scarcely satisfactory.

Arnold.—Another mistress has been appointed: she has slightly improved the school, but the children are still very ignorant. A boys' school is greatly needed in this parish.

Ollerton.—The discipline of the school is much improved, and the children have been well and carefully taught; but they should improve in reading and spelling. Another mistress has been appointed to the girls' school, which seems likely to be more efficient than hitherto.

Mansfield Woodhouse.—Both schools have been recently established: the teachers are working hard and have been successful. There is an endowed school in the parish, but it seems to be of little avail, in its present state, for any real purpose of education.

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Blidworth.—A well-arranged and handsome building: the site was given by a gentleman in the neighbourhood. The progress of the children, when the short time during which they have been under instruction is taken into consideration, was satisfactory.

Southwell.—An infant school, which has been recently established.

Costock.—One of the Treasury schools, which I did not examine: boys and girls are taught together under a mistress. The building is in good repair.

Newthorpe.—An infant school without life or energy, and nearly destitute of books and apparatus. No improvement is ever likely to take place under the present mistress.

NOTTINGHAMSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already Appointed.	Date of Indenture.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	Number of Children Writing: On Slates: From Dictation or Memory.	Number of Children Writing: On Slates: Abstracts or Composition.	Number of Children Writing: On Paper: From Copies.	Number of Children Writing: On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Number of Children learning other Subjects: Grammar.	Number of Children learning other Subjects: History of England.	Number of Children learning other Subjects: Vocal Music, from Notes.	Number of Children learning other Subjects: Linear Drawing.	Number of Children learning other Subjects: Geometry.	Number of Children learning other Subjects: Mensuration.	Number of Children learning other Subjects: Algebra.
211. Dunham . . . Boys'	1	Feb	.	100	45	17	15	47	11	13	6	8	10	20	4	.	.	.	22	6	7	4	3	23	23	23	23	.	.	4	.
(Feb. 13) Girls'	.	.	.	100	30	12	10	31	10	11	8	2	.	11	.	25	.	.	7	4	3		.	15	15	5	15	.	.	.	.
212. Carrington Boys' (Feb. 14)	2	Feb	.	200	93	50	47	95	29	36	29	11	20	39	4	59	.	42	16	19	15	5	5	43	29	22	.	.	.	.	.
213. Arnold . . . Mixed (Mar. 30)	.	.	.	100	66	140	44	68	47	19	3	.	.	7	.	18	.	.	19	2	.	.	.	21	21	.	.	.	.	.	.
214. Ollerton . . . Boys'	4	May	.	200	156	41	34	158	45	73	20	16	52	67	12	153	.	72	40	34	19	5	.	100	70	50	74	.	.	12	
(May 7) Girls'	3	.	.	.	90	33	28	102	40	30	20	12	37	24	6	86	6	.	35	10	6	.	.	47	47	32	40	.	.	.	.
215. Mansfield Woodhouse (May 24) Boys'	1	Jun	.	140	48	28	15	34	12	12	5	5	.	22	4	22	.	.	24	7	.	.	3	22	10	10	.	.	.	.	.
Girls'	.	.	.	80	30	.	.	28	19	4	5	.	.	11	.	13	.	.	13	.	.	.	.	6	6	6	.	.	.	.	.
216. Collingham (May 29)	2	July	.	.	70	66	27	81	19	37	15	10	7	24	14	45	.	.	34	.	6	2	3	20	20	.	.	.	.	3	3
217. Lenton . . . . Boys' (June 6)	5	Nov	.	150	120	101	90	136	47	27	19	16	47	62	9	90	12	27	49	.	21	8	12	90	90	20	.	136	.	.	.
218. Sutton Bonnington (June 14) Mixed	.	.	.	.	92	40	15	84	64	17	3	.	.	6	.	14	.	.	8	.	.	.	.	.	6	.	.	.	.	.	.
219. Ison Green . . Boys' (June 15)	.	.	3,000	200	61	124	63	55	25	14	16	.	7	6	.	27	.	.	7	5	4	.	.	.	15	.	.	.	.	.	.
220. Sutton-in-Ashfield (June 20) Boys'	2	July	.	150	104	.	.	77	37	22	6	12	22	19	2	30	.	.	37	5	10	.	.	15	15	15	15	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
221. Blidworth . . Mixed	.	.	.	.	50	81	13	52	11	25	4	6	.	22	13	41	.	.	36	4	.	1	.	10	10	.	.	.	.	.	.
(June 21) Infants'	.	.	.	.	39	75	11	33	37	.	.	.	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
222. Southwell . . Infants' (June 22)	.	.	.	.	110	73	28	88	91	29	.	.	29	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
223. Costock (July 3). . .	.	.	.	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
224. Newthorpe . Infants' (July 4)	.	.	1,500	.	49	.	.	49	19	30	.	.	12	.	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME. From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	ANNUAL EXPENDITURE. Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Dunham	. .	27 0 0	. .	36 0 0	6 0 0	69 0 0	30* 0 0	. .	. .	. .	1 0 0	1 15 0	5 0 0	1 0 0	74 15 0	. .
Carrington	. .	25 14 6	34 1 10	20 14 2	. .	80 10 6	52 0 0	. .	. .	. .	. .	1 13 0	5 15 6	20 0 3	80 10 6	. .
Arnold	. .	14 0 0	10 0 0	9 11 3	. .	33 11 8	. .	. .	25 0 0	. .	2 3 5	2 8 6	1 12 0	3 14 4	34 4 3	. .
Ollerton	. .	114 15 0	11 15 8	44 10 6	5 9 6	176 10 8	70 0 0	40 0 0	. .	. .	15 14 10	5 9 8	16 0 0	19 10 4	166 14 10	. .
Mansfield Woodhouse	. .	44 3 7	12 0 0	14 6 10	5 1 0	75 11 5	60 0 0	35 0 0	. .	. .	1 15 2	4 0 5	. .	5 13 6	106 19 1	. .
Collingham	. .	31 3 6	. .	32 12 11	. .	65 16 5	47 0 0	21 0 0	. .	. .	0 15 9	2 5 7	1 1 10	0 7 9	72 10 11	. .
Lenton	. .	78 14 0	18 8 9	78 17 9	3 7 11½	179 8 5½	65 0 0	40 0 0	. .	11 2 4½	19 11 10	13 7 9	18 7 7	11 17 8	179 7 2¾	. .
Sutton Bonnington	. .	9 10 0	. .	15 10 9	5 0 0	29 10 0	. .	30 0 0	. .	0 6 0	1 16 0	4 0 0	0 6 6	0 10 0	36 18 10	. .
Ison Green	. .	12 12 0	13 17 8	15 0 0	. .	41 9 8	32 0 0	. .	. .	. .	8 0 0	6 0 0	0 5 0	. .	46 5 0	. .
Sutton-in-Ashfield	7 10 0	40 0 0	12 0 0	14†15 9	. .	74 5 9	50 0 0	25 0 0	. .	. .	12 0 0	6 0 0	5 1 5	1 7 0	94 8 5	. .
Blidworth																
Southwell	. .	17 17 2	. .	13 17 7	18 6 4	50 1 1	. .	. .	25 0 0	2 8 0	7 10 0	2 2 0	0 17 8	12 3 5	50 1 1	. .
Costock																
Newthorpe)	. .	5 10 0	. .	5 0 0	5 0 0	15 10 0	. .	. .	15 10 0	. .	. .	. .	. .	2 0 0	17 10 0	. .

* 30*l.* from the managers, and the pence.

† For half a year.

GENERAL OBSERVATIONS.

Dunham.—Some improvement since the last inspection, but the lower classes have not had sufficient attention paid to them; they were particularly deficient in arithmetic and spelling: writing bad throughout the school, the state of which is by no means in proportion to the high certificate which the master obtained at the Easter examination. A slight improvement has taken place in the girls' school, but they are still very deficient in arithmetic.

Carrington.—The discipline of the school is not good, and the religious knowledge of the children is scarcely satisfactory.

Arnold.—Another mistress has been appointed: she has slightly improved the school, but the children are still very ignorant. A boys' school is greatly needed in this parish.

Ollerton.—The discipline of the school is much improved, and the children have been well and carefully taught; but they should improve in reading and spelling. Another mistress has been appointed to the girls' school, which seems likely to be more efficient than hitherto.

Mansfield Woodhouse.—Both schools have been recently established: the teachers are working hard and have been successful. There is an endowed school in the parish, but it seems to be of little avail, in its present state, for any real purpose of education.

Collingham.—The master has been working hard in the school, but the children should improve in spelling and arithmetic.

Lenton.—The first class passed a fair examination; the lower classes are somewhat improved, but by no means to that extent that I anticipated: they are deficient in spelling and arithmetic.

Sutton Bonnington.—I cannot report any improvement since the last inspection, although the mistress has had the assistance of a stipendiary monitor.

Ison Green.—This school is situated in the midst of a large and poor manufacturing population. The room contains accommodation for 200 children, but the average attendance is not more than 60.

Sutton-in-Ashfield.—The Duke of Portland has been a great benefactor to this school, which is in an improving state, and exhibits considerable life and vigour, but it is not adequate to the educational wants of the place; another school is greatly needed in a more distant part of the parish. I cannot report favourably of the girls' school, nor of the competency of the mistress.

Blidworth.—A well-arranged and handsome building: the site was given by a gentleman in the neighbourhood. The progress of the children, when the short time during which they have been under instruction is taken into consideration, was satisfactory.

Southwell.—An infant school, which has been recently established.

Costock.—One of the Treasury schools, which I did not examine: boys and girls are taught together under a mistress. The building is in good repair.

Newthorpe.—An infant school without life or energy, and nearly destitute of books and apparatus. No improvement is ever likely to take place under the present mistress.

NOTTINGHAMSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	On Slates: From Dictation or Memory.	On Slates: Abstracts or Composition.	On Paper: From Copies.	On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
225. Coddington. . Mixed (July 6)	.	.	400	54	30	3	2	39	11	21	7	.	12	12	.	16	.	.	7	3	.	2	.	5	.	5	.	.	.	.	.
226. Kingston-upon-Soar (Sept. 25) Mixed	.	.	.	.	30	.	.	39	18	13	4	4	16	14	2	16	.	11	27	.	.	.	.	25	14	.	.	.	.	.	.
227. Newton-on-Trent . . (Sept. 27)	.	.	.	.	50	.	.	46	6	31	.	9	31	17	2	12	.	.	16	.	5	3	1	25	25	9	30	.	.	.	.
228. Radford . . . Boys' (Aug. 8) Girls'	1	Mar	.	150	55	.	.	59	21	30	7	1	20	21	.	19	.	.	31	.	2	1	.	33	33	.	.	.	.	.	.
	.	.	.	150	.	35	.	36	13	18	3	.	24	5	.	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME: From Local Endowments.	From Local Subscription.	From Local Collections.	From School Pence.	From other sources (if any).	Total.	ANNUAL EXPENDITURE: Salary of Master.	Salary of Mistress.	Salary of Infant Mistress.	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Coddington	. .	26 1 0	. .	16 3 2	0 10 0	42 14 2	40 0 0	. .	. .	. .	. .	. .	. .	. .	50 0 0	. .
Kingston-upon-Soar . . .	. .	. .	. .	6 0 0	. .	. .	. .	40 0 0	. .	. .	. .	. .	. .	. .	40 0 0	. .
Newton-on-Trent	. .	25 0 0	. .	10 0 0	70 0 0	105 0 0	70 0 0	. .	. .	. .	10 0 0	2 0 0	. .	20 0 0	102 0 0	. .
Radford	. .	36 12 0	19 1 7	25 5 9	5 0 0	85 19 4	50 0 0	10 0 0	. .	1 6 0	10 0 0	1 13 3	18 2 6	. .	79 19 5	. .

GENERAL OBSERVATIONS.

Coddington.—Mixed school, under a master assisted by his wife; some of the first class answered nicely in Scripture; the master has taken pains with the children.

Kingston-upon-Soar.—A mixed school for boys and girls, which has been established and is supported by the Right Hon. Edward Strutt. The interior arrangements are good, and the school is well supplied with books and apparatus. The mistress has worked hard and has been successful in her school, when the rough materials upon which she has had to work are taken into consideration.

Newton-on-Trent.—A mixed school, under a master who has already effected a considerable improvement. The children passed a fair examination and sang nicely from notes.

Radford.—The master has taken pains with his school, but the children have not made much progress. The girls' school is in an inefficient and unsatisfactory state.

General Report by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, *on the Schools inspected by him in the South Eastern District of England, comprising the Counties of Hants, Kent, Surrey and Sussex; and also in other Counties; —for the Years* 1848 and 1849.

MY LORDS,

IT becomes my duty to render an account of the employment of my time since commencing my occupation, as one of Her Majesty's Inspectors of Church of England schools, on the 21st of February 1848, down to the 31st of October 1849,—a period (excluding Sundays and seven other public holidays) of 524 days due to the public service. I have spent 89 of these in writing my ordinary weekly journals, in reports upon the cases of upwards of 400 pupil-teachers, and in a multiplicity of correspondence with the managers of schools. The preparation of examination papers for the training-school and general examinations, together with reviewing and reporting on the answers to them, have occupied 91 days. During 49 days I have been engaged in personally conducting these examinations, at Camberwell, at Winchester, and in the Council Chamber at Whitehall, in 1848; and at Warrington and Bristol in 1849. 12 days have been consumed in journeys, including a voyage to the Scilly Islands; and 7 have been lost by unforeseen circumstances causing appointments to fall through when it was too late to substitute others. The remaining 276 days have been devoted to visits of inspection in 317 separate boys', girls', and infants' schools, 104 of which have been visited by me a second time, making a total of 421 examinations. How these have been distributed will appear from the following Table.—

TABLE A.

COUNTIES.	Schools Inspected.				Total Separate Schools Inspected.	Separate Schools Inspected twice in 1848-9.	Total Separate Inspections.
	Boys.'	Girls'.	Mixed.	Infants'.			
Kent	33	28	6	2	69	35	104
Surrey	46	44	11	5	106	44	150
Sussex	19	16	6	1	42	21	63
Various counties not in South Eastern District . . .	42	35	20	3	100	4	104
Total	140	123	43	11	317	104	421

NORTHAMPTONSHIRE.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary Attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
182. Northampton, Central (Oct. 22) Boys'	3	Oct.	.	.	125	74	106	128	67	50	13	7	77	67	5	56	.	.	72	.	11	5	1	48	32	32	59	.	.	.	.
Girls'	4	.	.	.	140	.	.	146	72	44	14	16	40	50	10	65	.	.	48	4	16	.	.	46	46	46	.	.	.	.	.
183. Northampton, All Saints. (Oct. 24) Boys'	5	Nov	.	.	160	86	112	160	51	68	26	14	49	69	16	97	.	.	58	25	18	3	5	95	55	65	.	.	.	.	.
(Oct. 25) Girls'	5	.	.	.	102	109	108	115	15	66	12	22	55	53	13	44	7	27	70	.	13	5	.	56	56	18	.	.	.	.	.
(Oct. 25) Infants'	.	.	.	.	.	.	.	.	150	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
184. Northampton, St. Katharine's, Girls'	1	Nov	.	.	56	122	57	56	7	21	13	7	7	29	2	41	.	.	28	3	.	.	.	31	15	.	.	.	.	.	.
(Oct. 26) Infants'	1	.	.	.	111	92	125	99	86	20	5	2	10	9	2	17	.	.	18	3	.	.	.	21	7	.	.	.	.	.	.
185. Northampton, Blue Coat . . . . Boys' (Sept. 26)	.	.	.	.	43	30	23	43	.	8	14	21	.	24	19	43	.	.	16	.	10	9	6	39	15	15	.	.	.	.	.
186. Northampton, St. Sepulchre's . Boys'	1	Jun.	.	250	80	62	58	82	40	7	6	8	16	35	.	20	.	.	21	.	5	5	4	35	36	.	.	.	.	.	.
(June 8) Girls'	1	.	.	250	34	.	.	36	17	5	12	2	15	14	.	17	.	.	12	.	2	.	.	.	.	.	.	.	.	.	.
187. Rockingham . Mixed (Feb. 22)	2	Mar	.	.	100	27	10	110	29	41	22	14	34	38	9	76	9	20	40	8	16	6	6	46	22	15	.	.	.	2	.
188. Wilbarston . . Boys'	.	.	1,200	70	.	15	5	44	11	19	11	.	.	10	.	24	.	.	13	6	4	1	.	.	.	.	.	.	.	.	.
(Feb. 23) Girls'	.	.	.	70	37	11	.	37	11	.	11	.	7	17	.	18	.	.	11	3	.	.	.	3	3	.	.	.	.	.	.
189. Titchmarsh. . Mixed (March 26)	2	Apr	.	100	60	28	26	64	.	17	20	10	17	34	6	43	.	.	38	5	.	4	.	18	30	20	.	.	.	.	.
190. Naseby. . . . Boys'	1	July	.	.	35	17	.	35	16	16	3	.	1	6	.	7	.	.	17	.	1	.	.	3	3	.	.	.	.	.	.
(June 8) Girls'	.	.	.	.	30	4	18	20	7	6	7	.	13	.	.	13	.	.	7	.	.	.	.	13	13	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.								Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Northampton, Central	. .	. .	. .	. .	. .	348 0 0	. .	. .	. .	. .	. .	. .	. .	. .	360 0 0	. .
,, All Saints.	. .	58 0 0	30 5 7	101 5 11	13 18 6	203 10 0	93 12 7	50 0 0	10 0 0	. .	17 0 7	7 15 8	10 18 11	13 9 5	202 17 2	. .
,, St. Katharine's	. .	35 12 6	13 14 0	38 12 7†	15 5 0	103 4 1†	. .	74*.	0*. 7*.*	. .	11 13 7	6 11 8	3 8 1	7 8 2	103 8 6	. .
,, Blue Coat	109 0 0	23 0 0	. .	30 0 0	10 0 0	172 0 0	. .	. .	. .	. .	16 0 0	5 0 0	12 0 0	21 0 0	. .	. .
,, St. Sepulchre's	. .	22 5 5	12 0 0	53 4 6	5 0 0	92 9 11	53 3 0	35 18 3	. .	. .	5 10 0	7 3 6	4 0 0	7 0 0	112 14 9	. .
Rockingham	. .	73 0 0	. .	21 0 0	. .	94 0 0	70 0 0	19 0 0	. .	5 4 0	6 0 0	. .	. .	. .	99 4 0	. .
Wilbarston	. .	48 0 0	. .	6 11 2	4 0 0	58 13 2	65 0 0.	. .	. .	. .	. .	3 0 0	. .	. .	68 0 0	. .
Titchmarsh	. .	70 0 0	8 0 0	16 0 0	. .	94 0 0	75 0 0	. .	. .	. .	3 0 0	. .	8 0 0	. .	86 0 0	. .
Naseby	. .	82 0 0	. .	†. .	3 10 0	85 10 0	50 0 0	30 0 0	. .	8 8 0	2 10 0	. .	. .	2 8 0	93 6 0	. .

* Both mistresses.

† They do not pay.

GENERAL OBSERVATIONS.

Northampton, Central.—The boys' school, of which an unfavourable report was made in 1842, has decreased still more in efficiency; the result of the examination of the school was highly unsatisfactory. Nor can I report any improvement in the girls' school; they are greatly deficient in arithmetic, and little or no attempt has been made to teach them otherwise than by rote.

Northampton, All Saints'.—No improvement in the boys' school since last year. The boys are deficient in arithmetic. The result of the examination of the school was anything but satisfactory. The school has decreased in efficiency. The girls have been fairly taught, arithmetic excepted; in this they are exceedingly deficient. The infant school has been for so short a time in operation, that I cannot at present speak as to its efficiency.

Northampton, St. Katharine's.—The first class answered nicely in Scripture; the mistress has exerted herself for the improvement of her scholars. The infant school is still doing well, and its efficiency, as a means of education, has been greatly increased by the formation of the school to which I have alluded.

Northampton, Blue Coat.—The first class passed a fair examination; more attention should be paid to order and discipline. The attainments of the lower classes in arithmetic were not satisfactory.

Northampton, St. Sepulchre's.—Some improvements since the last inspection; a new mistress has been recently appointed to the girls' school. The beneficial effects of an active and able superintendence are already beginning to be felt.

Rockingham.—Mixed school under a master; sewing mistress in the afternoon. The first class passed a good examination in reference to the various subjects in which they had been instructed; but the junior classes did not exhibit a corresponding proficiency. The master, who has been trained by Mr. Fry, of Leicester, is a hard-working, intelligent young man.

Wilbarston.—Standard of instruction is low, nothing being taught but reading, writing, and arithmetic; the boys were very ignorant of Scripture; no secular books are used in the school. The girls' school is superior to the boys'.

Titchmarsh.—I cannot record any improvement since the last inspection.

Naseby.—I found the first class of boys reading the book of Revelations; they were wretchedly ignorant of Scripture and nearly of everything else. The girls were equally ignorant; but the mistress is not responsible for this, as she has been for a short time only in charge.

NORTHAMPTONSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.		Number of Pupil-teachers already apprenticed.	Date of Indentures.	Population of School District.	Number of Children					Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.							
					For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Copies.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
191. Braybrooke (July 27)	Mixed	.	.	420	50	47	7	5	36	13	15	5	.	13	.	.	10	.	.	10	.	.	.	.	.	.	.	.	.	.	.	.
192. Desborough. (July 27)	Boys'	.	.	1,500	.	25	6	6	17	3	6	5	.	6	8	.	11	.	.	9	.	5	.	.	5	5	.	.	.	.	.	.
	Girls'	.	.	.	.	35	20	7	.	25	7	7	.	6	7	.	10	.	.	9	.	.	.	.	.	.	.	.	.	.	.	.
LINCOLNSHIRE.																															
193. Spalding (Feb. 26)	Boys'	1	Mar	.	200	90	71	31	114	67	29	9	9	25	19	.	39	.	.	43	9	.	1	.	18	18	18	.	.	.	.	.
	Girls'	.	.	.	200	80	42	15	101	46	43	6	8	15	31		28	.	.	30	.	.	.	.	14	.	14	.	.	.	.	.
194. Barton-on-Humber (Feb. 28)	Boys'	.	.	.	.	59	22	16	50	23	18	9	.	11	11	.	22	.	.	19	1	.	1	.	13	13	.	.	.	.	.	.
	Girls'	.	.	.	.	52	.	.	47	26	13	8	.	.	.	.	8	.	.	8	.	.	.	.	.	.	.	.	.	.	.	.
195. Ulceby (Mar. 1)	Mixed	.	.	800	200	79	68	42	61	18	27	12	4	10	18	.	46	.	.	28	.	.	.	.	.	.	.	.	.	.	.	.
196. Owersby (Mar. 2)	Mixed	.	.	450	80	60	18	9	59	16	28	10	5	.	20	.	40	.	.	30	8	5	.	.	.	8	.	.	.	.	.	.
197. Colsterworth (Mar. 27)	Mixed	2	Apr	.	100	95	21	26	91	15	36	16	24	17	39	7	44	.	.	34	6	21	8	3	44	24	24	.	.	.	1	.
198. Grantham. (Mar. 28)	Boys'	4	Apr	.	.	199	55	.	214	40	113	61	20	.	93	10	75	.	.	86	11	29	20	.	99	99	75	.	.	.	.	.
199. Saxilby. (Mar. 29)	Boys'	3	Apr	.	.	94	55	.	68	8	43	9	7	30	20	3	.	.	.	28	.	4	6	.	68	38	23	.	.	.	.	.
	Girls'	.	.	.	.	56	30	10	56	19	24	10	5	13	10	.	23	.	.	13	.	2	.	.	15	15	.	.	.	.	.	.
200. Messingham (May 21)	Mixed	1	Jun.	.	60	30	18	.	35	13	14	2	7	12	14	.	17	.	.	19	.	5	1	1	9	7	9	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Braybrooke	14 0 0	3 12 0	..	6 0 0	..	23 12 0	..	14 0 0	..	2 12 0	0 15 0	1 0 0	0 10 0	..	18 17 0	..
Desborough	..	21 0 0	..	16 0 0	..	37 0 0	33 16 0	18 4 0	..	..	2 10 0	1 12 0	2 10 0	..	58 12 0	..
LINCOLNSHIRE.																
Spalding	..	65 0 0	..	64 7 0	..	129 7 0	65 0 0	15 0 0	..	..	8 0 0	8 0 0	..	5 0 0	131 0 0	..
Barton-on-Humber	5 0 0	52 12 6	10 0 0	33 10 0	18 0 0	119 2 6	90l.*		..	5 0 0	6 0 0	5 17 0	4 10 0	7 0 0	113 7 0	..
Ulceby	17 10 0	4 4 0	..	13 12 0	..	35 6 0	33 12 0	..	..	..	1 14 0	..	..	..	35 6 0	..
Owersby	10 8 0	25 0 0	..	28 0 8	..	63 8 8	58 0 8	..	..	..	1 10 0	..	4 0 0	1 10 0	65 0 8	..
Colsterworth	30 0 0	..	..	30 0 0	20 0 0	80 0 0	70 0 0	..	..	..	5 0 0	2 0 0	..	..	77 0 0	..
Grantham	..	85 19 0	24 10 0	..	3 0 0	113 9 0	70 0 0	..	..	20 0 0	29 9 8	1 3 0	18 15 10	12 7 2	151 15 8	..
Saxilby	..	12 0 0	7 0 0	40 0 0	..	59 0 0	60l.		..	..	..	..	5 0 0	5 0 0	70 0 0	..
Messingham	..	23 0 0	..	18 18 0	..	41 18 0	22 0 0	2 10 0	..	..	2 11 0	..	..	..	27 1 0	..

* Master and mistress.

GENERAL OBSERVATIONS.

Braybrooke.—One of the Treasury schools under a mistress. I examined the first class in Scripture and in arithmetic; their knowledge was not very satisfactory in either respect.

Desborough.—The room is much out of repair; there is a great deficiency in proper books and apparatus. The master is rough in his manners towards the children, whom I found very ignorant. The girls had rather a better knowledge of Scripture than the boys.

Spalding.—The discipline of the boys' school is bad, nor was the result of the examination satisfactory. The master is not deficient in ability, but very little impression of it was to be found upon his pupils. The first class of the girls answered nicely in Scripture; the lower classes have not been sufficiently attended to, and the whole school is deficient in arithmetic.

Barton-on-Humber.—The state of both schools reflects little credit upon either the master or the mistress. The infant school is closed for want of funds.

Ulceby.—The standard of instruction is low, nor is there much probability of its being raised under the present master.

Owersby.—I cannot record anything in favour of this school; the children were very deficient in religious knowledge.

Colsterworth.—This school has increased in numbers since the last inspection; the children have been well instructed in Scripture, and passed a fair examination. The standard of instruction in the lower classes has been raised.

Grantham.—A new master has been appointed, who has succeeded in improving his school.

Saxilby.—Considerable alterations have been made in reference to the arrangement and fittings of the school, by which it has been much improved; the lower classes have been well attended to. The school, generally, passed a fair examination, but they should improve in spelling. The girls' school exhibited no improvement.

Messingham.—The master has been in charge about three months; an improvement has taken place both in regard to the discipline and character of the instruction.

LINCOLNSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	On Slates: From Dictation or Memory.	On Slates: Abstracts or Composition.	On Paper: From Copies.	On Paper: Abstracts of Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
201. Gainsborough (May 22) . . Boys'	3	Jun.	.	250	135	68	18	146	62	35	31	18	76	54	6	70	.	26	48	20	18	6	3	70	70	24	.	.	.	.	.
Girls'	.	.	.	100	.	.	.	59	30	9	15	5	27	22	2	15	.	.	27	.	2	.	.	.	.	.	.	.	.	.	.
202. Skirbeck . . . Boys'	.	.	.	116	90	70	50	70	32	17	6	15	16	40	4	54	.	10	39	.	12	9	.	21	21	21	20	20	.	.	.
(May 30) Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
203. Wrawby . . . Mixed (Sept 28)	.	.	.	.	50	.	.	27	8	7	4	8	5	10	4	19	.	.	18	.	6	3	.	19	19	9	15	.	.	.	.
204. Winteringham (Jan. 25) . . Boys'	.	.	700	.	45	.	.	32	.	14	13	5	7	20	1	25	.	.	14	5	.	6	.	25	11	11	.	.	.	.	.
Girls'	.	.	.	.	35	.	.	32	7	11	10	2	5	8	.	10	.	.	15	.	.	.	.	15	.	.	.	.	.	.	.
205. Grasby . . . . Boys'	.	.	400	.	.	.	.	31	12	12	6	2	.	12	.	10	.	.	.	7	3	.	.	10	10	10	.	.	.	.	.
(Jan. 26) Girls'	.	.	.	.	.	.	.	29	11	12	6	.	.	5	.	7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
RUTLANDSHIRE.																															
206. Luffenham. . Mixed (June 25)	.	.	.	72	60	.	.	74	31	23	10	.	5	22	.	27	.	.	23	4	.	.	.	.	.	.	.	.	.	.	.
207. Ketton . . . . Boys'	.	.	1,200	60	45	.	.	46	24	15	7	.	12	7	.	10	.	.	7	.	.	.	.	.	.	.	.	.	.	.	.
(June 26) Girls'	.	.	.	60	45	.	.	47	26	18	3	.	6	3	.	7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
208. Ryhall . . . . Boys'	.	.	.	50	36	14	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(June 27) Girls'	.	.	.	.	36	14	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
209. Braunston . . Mixed (June 28)	.	.	430	100	50	.	.	47	22	20	5	.	16	8	.	13	.	.	13	.	.	.	.	.	.	.	.	.	.	.	.
210. Hambleton. . Mixed (June 29)	.	.	320	.	40	3	3	33	.	19	14	.	6	15	.	25	.	.	5	.	5	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME.						ANNUAL EXPENDITURE.									Average Expense per Child on the Average Attendance
	From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Gainsborough . . Boys'	. .	39 0 0	. .	. .	48 3 6	87 3 6	60 5 0	. .	. .	. .	10 0 0	7 0 0	6 0 0	. .	83 0 0	. .
Girls'	12 0 0	34 0 0	. .	9 0 0	2 10 0	57 0 0	. .	40 0 0	. .	. .	5 10 0	5 10 0	3 10 0	6 0 0	60 10 0	. .
Skirbeck	. .	53 9 9	15 2 1	30 0 0	34* 6 0	132 17 10	50 0 0	30 0 0	2 0 0	. .	3 5 0	1 12 0	3 3 0	1 16 0	91 16 0	. .
Wrawby	. .	37 13 6	. .	33 0 0	2 7 0	. .		60*l.*†	. .	. .	7 10 0	. .	4 8 6	1 2 0	73 0 6	. .
Winteringham																
Grasby																

* Towards liquidating school debt.

† Master and mistress.

RUTLANDSHIRE.

Luffenham	. .	12 0 0	0 10 0	20 1 2	. .	32 11 2	. .	30 0 0	. .	0 12 0	1 19 10½	1 11 3	2 4 10	3 4 3	39 12 2½	. .
Ketton	32 0 0	3 3 0	. .	10 0 0	18 0 0	63 3 3	36 3 0	32 0 0	. .	. .	1 1 0	. .	. .	. .	69 4 0	. .
Ryhall	3 0 0	31 17 0	. .	32 12 2	2 11 2	67 0 4	52 0 0	. .	2 12 0	. .	1 18 0	3 7 0	0 8 4	3 3 11	63 9 3½	. .
Braunston	4 7 0	9 0 0	. .	12 0 0	. .	25 7 0	. .	20 0 0	. .	. .	*3 7 0	. .	. .	. .	25 7 0	. .
Hambleton	. .	37 0 0	. .	14 0 0	. .	51 0 0	49 0 0	. .	. .	. .	2 0 0	.	. .	. .	51 0 0	. .

* Fuel included.

GENERAL OBSERVATIONS.

Gainsborough.—The master has been diligent in his school, but it did not exhibit that improvement which I anticipated. The boys are deficient in arithmetic, both in regard to writing down figures from dictation, and in the correct working of the sums. The present mistress has only been three weeks in charge of her school, she is not, therefore, responsible for its unsatisfactory state, which reflects little credit upon her predecessor.

Skirbeck.—The state of the boys' school reflects little credit upon the master, who has not exerted himself during the past year for the improvement of those committed to his care. The girls' school remains in an inefficient and unsatisfactory state.

Wrawby.—Another master and mistress have recently been appointed, the former of whom seems likely to do well.

Winteringham.—The first class of boys have been fairly instructed in Scripture; they are also well acquainted with the meaning of the Church catechism, and in other respects have been intelligently taught. I cannot report so favourably of the attainments of the second class. The annual expense of this school falls heavily upon the clergyman, who devotes a considerable portion of his time to the active superintendence of it: the good effects of this supervision were very manifest. The girls' school is in an improving state under a mistress, who understands her work.

Grasby.—A small village on the Wolds. Boys and girls are taught in the same room under a master and mistress. I cannot report favourably of either school.

Luffenham.—The children have been fairly instructed in Scripture. The efficiency of the school would be greatly promoted by a more comprehensive system of instruction.

Ketton.—Neither the master nor mistress of these schools are competent for their situations. The apparatus of the boys' school consists of a few torn Bibles and broken slates. The girls' school is in no respects better than the boys'.

Ryhall.—One of the Treasury schools. The principal part of the instruction is given by the master, whose wife teaches sewing. The children were not examined. The smell from the boys' privy (which is close to the school-room) is so bad, that one of the windows in the room cannot be opened.

Braunston.—The instruction is chiefly confined to religious subjects; the first class answered nicely in Scripture.

Hambleton.—Mixed school under a master; the first class answered fairly in Scripture, for their knowledge of which they seemed to be mainly indebted to the clergyman. The lower classes have had little care or attention paid to them.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already Appointed.	Date of Indenture.	Population of School District.	Number of Children				Number of Children Reading				Number of Children learning Arithmetic.									Number of Children learning other Subjects.						
				For whom accommodation is provided.	Now in ordinary attendance.	Admitted in the last 12 months.	Who have left within the last 12 months.	Present at Examination.	Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	On Slates. From Dictation or Memory.	On Slates. Abstracts or Composition.	On Paper. From Copies.	On Paper. Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
211. Dunham (Feb. 13)	1	Feb	.	100	45	17	15	47	11	13	6	8	10	4	.	.	22	6	7	4	3	23	23	23	23	.	.	4	.
Boys'	.	.	.	100	30	12	10	31	10	11	8	2	11	.	25	.	7	4	3	.	.	15	15	5	15	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	19	4	.	.	24	6	13	.	13	2	3	.	.	8	10	6	10	.	.	.	.
212. Carrington (Feb. 14)	2	Feb	.	200	93	50	47	93	29	36	29	11	20	4	60	.	42	16	19	2	5	5	43	89	22	.	.	.	.
Boys'	.	.	.	100	66	140	44	68	47	19	3	.	7	.	18	.	.	19	.	.	.	.	21	21	.	.	.	.	.
213. Arnold (Mar. 30)	.	.	.	.	156	41	34	138	45	73	20	16	67	12	153	.	.	40	19	34	.	.	100	70	50	74	.	.	12	.
Mixed	.	.	.	200	90	33	28	102	40	30	20	12	24	6	86	6	72	35	6	10	.	.	47	47	32	40	.	.	.	.
214. Ollerton (May 7)	4	May	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Boys'	3	.	.	200	.	.	.	.	12	5	.	5	22	4	22	.	.	24	7	.	.	3	23	10	10	.	.	.	.	3
Girls'	.	.	.	.	.	.	.	.	19	4	.	.	11	.	13	.	.	13	.	.	.	.	6	6	6	.	.	.	.	.
215. Mansfield Woodhouse (May 24)	1	Jun	.	140	48	28	15	34	12	12	5	5	22	4	22	.	.	34	.	6	2	3	20	20	.	.	.	3	.	.
Boys'	.	.	.	80	30	.	.	28	19	4	5	.	11	.	13	.	.	13	.	4	.	.	6	6	.	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
216. Collingham (May 29)	2	July	.	.	70	66	27	81	19	37	15	10	7	24	45	.	.	34	.	.	6	2	3	20	90	.	.	.	3	3
217. Lenton (June 6)	5	Nov	.	150	120	101	90	136	47	27	19	16	47	62	90	12	27	49	21	8	12	3	20	90	20	.	136	.	.	.
Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
218. Sutton Bonnington (June 14)	.	.	.	.	92	40	15	84	64	17	3	.	6	.	14	.	.	8	.	.	.	.	.	6	.	.	.	.	.	.
Mixed	.	.	.	.	30	.	.	28	19	4	5	.	11	.	13	.	.	13	.	.	.	.	.	.	.	.	.	.	.	.
219. Iron Green (June 15)	.	.	3,000	200	61	124	63	55	25	14	16	.	7	6	27	.	.	7	4	.	.	.	15	15	.	.	.	.	.	.
Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
220. Sutton-in-Ashfield (June 20)	2	July	.	150	104	.	.	77	37	22	6	12	22	19	30	2	.	37	5	.	.	.	15	15	15	15	.	.	.	.
Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
221. Blidworth (June 21)	.	.	.	.	50	81	13	82	11	25	4	6	.	22	41	13	.	36	4	1	.	.	10	10	.	.	.	.	.	.
Mixed	.	.	.	.	39	75	11	33	37	.	.	.	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Infants'	.	.	.	.	11	6	2	16	37	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
222. Southwell (June 22)	.	.	.	.	110	73	28	88	91	29	.	.	29	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Infants'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
223. Costock (July 3)	.	.	.	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
224. Newthorpe (July 4)	.	.	1,500	.	49	.	.	49	19	30	.	.	12	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Infants'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME. From Local Endowments.	From Local Subscription.	From Local Collections.	From School Pence.	From other sources (if any).	Total.	ANNUAL EXPENDITURE. Salary of Master.	Salary of Mistress.	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Dunham	. .	27 0 0	. .	36 0 0	6 0 0	69 0 0	30* 0 0	. .	. .	. .	1 0 0	1 15 0	5 0 0	1 0 0	74 15 0	. .
Carrington	. .	25 14 6	34 1 10	20 14 2	. .	80 10 6	52 0 0	. .	. .	. .	. .	1 13 0	5 15 6	20 0 3	80 10 6	. .
Arnold	. .	14 0 0	10 0 0	9 11 3	. .	33 11 3	. .	. .	25 0 0	. .	2 3 5	2 8 6	1 12 0	3 14 4	34 4 3	. .
Ollerton	. .	114 15 0	11 15 8	44 10 6	5 9 6	176 10 8	70 0 0	40 0 0	. .	. .	15 14 10	5 9 8	16 0 0	19 10 4	166 14 10	. .
Mansfield Woodhouse	. .	44 3 7	12 0 0	14 6 10	5 1 0	75 11 5	60 0 0	35 0 0	. .	. .	1 15 2	4 0 5	. . .	5 13 6	106 19 1	. .
Collingham	. .	31 3 6	. .	32 12 11	. .	63 16 5	47 0 0	31 0 0	. .	. .	0 15 9	2 5 7	1 1 10	0 7 9	72 10 11	. .
Lenton	. .	78 14 0	18 8 9	78 17 9	3 7 11½	179 8 5½	63 0 0	40 0 0	. .	11 2 4½	19 11 10	13 7 9	18 7 7	11 17 8	179 7 2½	. .
Sutton Bonnington	. .	9 10 0	. .	15 10 9	5 0 0	29 10 0	. .	30 0 0	. .	0 6 0	1 16 0	4 0 0	0 6 6	0 10 0	36 18 10	. .
Ison Green	. .	12 12 0	13 17 8	15 0 0	. .	41 9 8	32 0 0	. .	. .	. .	8 0 0	6 0 0	0 5 0	. . .	46 5 0	. .
Sutton-in-Ashfield	7 10 0	40 0 0	12 0 0	14†15 9	. .	74 5 9	50 0 0	25 0 0	. .	. .	12 0 0	6 0 0	5 1 5	1 7 0	9½ 8 5	. .
Blidworth																
Southwell	. .	17 17 2	. .	13 17 7	18 6 4	50 1 1	. .	. .	25 0 0	2 8 0	7 10 0	2 2 0	0 17 8	12 3 5	50 1 1	. .
Costock																
Newthorpe)	. .	5 10 0	. .	5 0 0	5 0 0	15 10 0	. .	. .	15 10 0	. .	. .	. .	. .	2 0 0	17 10 0	. .

* 30*l.* from the managers, and the pence. † For half a year.

GENERAL OBSERVATIONS.

Dunham.—Some improvement since the last inspection, but the lower classes have not had sufficient attention paid to them; they were particularly deficient in arithmetic and spelling: writing bad throughout the school, the state of which is by no means in proportion to the high certificate which the master obtained at the Easter examination. A slight improvement has taken place in the girls' school, but they are still very deficient in arithmetic.

Carrington.—The discipline of the school is not good, and the religious knowledge of the children is scarcely satisfactory.

Arnold.—Another mistress has been appointed: she has slightly improved the school, but the children are still very ignorant. A boys' school is greatly needed in this parish.

Ollerton.—The discipline of the school is much improved, and the children have been well and carefully taught; but they should improve in reading and spelling. Another mistress has been appointed to the girls' school, which seems likely to be more efficient than hitherto.

Mansfield Woodhouse.—Both schools have been recently established: the teachers are working hard and have been successful. There is an endowed school in the parish, but it seems to be of little avail, in its present state, for any real purpose of education.

Collingham.—The master has been working hard in the school, but the children should improve in spelling and arithmetic.

Lenton.—The first class passed a fair examination; the lower classes are somewhat improved, but by no means to that extent that I anticipated: they are deficient in spelling and arithmetic.

Sutton Bonnington.—I cannot report any improvement since the last inspection, although the mistress has had the assistance of a stipendiary monitor.

Ison Green.—This school is situated in the midst of a large and poor manufacturing population. The room contains accommodation for 200 children, but the average attendance is not more than 60.

Sutton-in-Ashfield.—The Duke of Portland has been a great benefactor to this school, which is in an improving state, and exhibits considerable life and vigour, but it is not adequate to the educational wants of the place; another school is greatly needed in a more distant part of the parish. I cannot report favourably of the girls' school, nor of the competency of the mistress.

Blidworth.—A well-arranged and handsome building: the site was given by a gentleman in the neighbourhood. The progress of the children, when the short time during which they have been under instruction is taken into consideration, was satisfactory.

Southwell.—An infant school, which has been recently established.

Costock.—One of the Treasury schools, which I did not examine: boys and girls are taught together under a mistress. The building is in good repair.

Newthorpe.—An infant school without life or energy, and nearly destitute of books and apparatus. No improvement is ever likely to take place under the present mistress.

NOTTINGHAMSHIRE—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Pupil-teachers already appointed.	Date of Indentures.	Population of School District.	Number of Children: For whom accommodation is provided.	Number of Children: Now in ordinary attendance.	Number of Children: Admitted in the last 12 months.	Number of Children: Who have left within the last 12 months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing: On Slates: From Copies.	On Slates: From Dictation or Memory.	On Slates: Abstracts or Composition.	Number of Children Writing: On Paper: From Copies.	On Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.
225. Coddington. . Mixed (July 6)	.	.	400	54	30	3	2	39	11	21	7	.	12	12	.	16	.	.	7	3	.	2	.	5	.	5	.	.	.	.	.
226. Kingston-upon-Soar (Sept. 25) Mixed	.	.	.	.	30	.	.	39	18	13	4	4	16	14	2	16	.	11	27	.	.	.	.	25	14	.	.	.	.	.	.
227. Newton-on-Trent . . (Sept. 27)	.	.	.	.	50	.	.	46	6	31	.	9	31	17	2	12	.	.	16	.	5	3	1	25	25	9	30	.	.	.	.
228. Radford . . . Boys'	1	Mar	.	150	55	.	.	59	21	30	7	1	20	21	.	19	.	.	31	.	2	1	.	33	33	.	.	.	.	.	.
(Aug. 8) Girls'	.	.	.	150	.	35	.	36	13	18	3	.	24	5	.	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

NAME OF SCHOOL.	ANNUAL INCOME: From Local Endowments.	From Local Subscription	From Local Collections.	From School Pence.	From other sources (if any).	Total.	ANNUAL EXPENDITURE: Salary of Master.	Salary of Mistress	Salary of Infant Mistress	Salary of Assistant Teachers (if any), not being Pupil-teachers.	On Books and Stationery.	On Fuel and Light.	On Repairs.	Other Incidental Expenses.	Total.	Average Expense per Child on the Average Attendance
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Coddington	. .	26 1 0	. .	16 3 2	0 10 0	42 14 2	40 0 0	. .	. .	. .	. .	. .	. .	. .	50 0 0	. .
Kingston-upon-Soar . . .	. .	. .	. .	6 0 0	. .	. .	. .	40 0 0	. .	. .	. .	. .	. .	. .	40 0 0	. .
Newton-on-Trent	. .	25 0 0	. .	10 0 0	70 0 0	105 0 0	70 0 0	. .	. .	. .	10 0 0	2 0 0	. .	20 0 0	102 0 0	. .
Radford	. .	36 12 0	19 1 7	25 5 9	5 0 0	85 19 4	50 0 0	10 0 0	. .	1 6 0	10 0 0	1 13 3	18 2 6	. .	79 19 5	. .

GENERAL OBSERVATIONS.

Coddington.—Mixed school, under a master assisted by his wife; some of the first class answered nicely in Scripture; the master has taken pains with the children.

Kingston-upon-Soar.—A mixed school for boys and girls, which has been established and is supported by the Right Hon. Edward Strutt. The interior arrangements are good, and the school is well supplied with books and apparatus. The mistress has worked hard and has been successful in her school, when the rough materials upon which she has had to work are taken into consideration.

Newton-on-Trent.—A mixed school, under a master who has already effected a considerable improvement. The children passed a fair examination and sang nicely from notes.

Radford.—The master has taken pains with his school, but the children have not made

General Report by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, *on the Schools inspected by him in the South Eastern District of England, comprising the Counties of Hants, Kent, Surrey and Sussex; and also in other Counties; —for the Years* 1848 and 1849.

MY LORDS,

IT becomes my duty to render an account of the employment of my time since commencing my occupation, as one of Her Majesty's Inspectors of Church of England schools, on the 21st of February 1848, down to the 31st of October 1849,—a period (excluding Sundays and seven other public holidays) of 524 days due to the public service. I have spent 89 of these in writing my ordinary weekly journals, in reports upon the cases of upwards of 400 pupil-teachers, and in a multiplicity of correspondence with the managers of schools. The preparation of examination papers for the training-school and general examinations, together with reviewing and reporting on the answers to them, have occupied 91 days. During 49 days I have been engaged in personally conducting these examinations, at Camberwell, at Winchester, and in the Council Chamber at Whitehall, in 1848; and at Warrington and Bristol in 1849. 12 days have been consumed in journeys, including a voyage to the Scilly Islands; and 7 have been lost by unforeseen circumstances causing appointments to fall through when it was too late to substitute others. The remaining 276 days have been devoted to visits of inspection in 317 separate boys', girls', and infants' schools, 104 of which have been visited by me a second time, making a total of 421 examinations. How these have been distributed will appear from the following Table.—

TABLE A.

COUNTIES.	Schools Inspected.				Total Separate Schools Inspected.	Separate Schools Inspected twice in 1848-9.	Total Separate Inspections.
	Boys'.	Girls'.	Mixed.	Infants'.			
Kent	33	28	6	2	69	35	104
Surrey	46	44	11	5	106	44	150
Sussex	19	16	6	1	42	21	63
Various counties not in South Eastern District . . .	42	35	20	3	100	4	104
Total	140	123	43	11	317	104	421

From the preceding Table, it will appear that one-fourth of these examinations have been held in other districts than my own. This was by your Lordships' direction, partly on behalf of the Rev. F. C. Cook, whom severe illness had unfortunately disabled for a time, and partly on behalf of the Rev. H. Moseley, whose engagements had so multiplied upon him, both in number and in magnitude, as to render it expedient to relieve him from a few of such as were most easily transferable. Since that time, indeed, a large and important part of the latter gentleman's district of inspection has been appended by your Lordships to my own, which now, therefore, comprises the county of Hampshire, in addition to those of Kent, Surrey, and Sussex, of which it previously consisted.

As this accession to my sphere of duty has occurred, however, so recently as two months ago, and as much more of it has been inspected by Mr. Moseley during the past year than by myself, I do not propose to make any further comments upon the schools which I have seen in Hampshire than are found appended to them in the tables in the sequel. Nor, indeed, with respect to the counties of Kent, Surrey, and Sussex, of which my district previously consisted, and which have been visited since 1847 by me exclusively, shall I think it needful to add much to those remarks upon each individual school, beyond a few observations upon the encouraging success which in those counties has attended the application of the Minutes of 1846, so far as relates to the apprenticehip of pupil-teachers. The following Table will exhibit the proportion which visits of simple inspection, and visits with reference to pupil-teachers and certificates of merit, have borne respectively to the number of schools liable to inspection in the three counties severally.—

TABLE B.

COUNTIES.	Localities liable to Inspection.	Localities Inspected.	Localities Inspected as having Apprentices.	Boys' Schools having Apprentices.	Girls' Schools having Apprentices.	Mixed Schools having Apprentices.	Infants' Schools having Apprentices.	Total Schools Inspected as having Apprentices.	Total Male Apprentices.	Total Female Apprentices.	Total Apprentices.	Schoolmasters bearing Certificates of Merit.	Schoolmistresses bearing Certificates of Merit.	Total Certificates of Merit.
Kent .	95	37	30	26	16	4	1	47	59	33	92	9	3	12
Surrey .	123	65	36	32	18	..	1	51	62	31	93	14	7	21
Sussex .	76	22	16	13	9	4	..	26	32	24	56	5	1	6
Total	294	124	82	71	43	8	2	124	153	88	241	28	11	39

Besides the apprentices here reckoned, I have examined about 150 in other counties, making a total of about 400 apprentices.

When it is observed how large a proportion the schools to which apprentices have been assigned bear to the schools

actually inspected, and when it is considered also that those recorded as simple inspections were, in fact, most of them conducted with a view to the election of apprentices, if possible, it will not be thought irrelevant if I venture upon a few words both as to the process which I have pursued in selecting children for apprenticeship, and also as to the degree in which up to the present time they have fulfilled those favourable expectations by which your Lordships were induced to sanction their indentures.

And here I trust that the grateful feeling which suggests the observation may excuse the triviality of saying how much pleasure I have derived from that part of my occupation which has been connected with the pupil-teacher system. But is it indeed trivial to speak of the discharge of any duty as being accompanied by a sense of honest satisfaction? May not the comfort or the irksomeness with which any course of action is pursued, be taken as a measure not entirely fallacious of the ends it is effecting? It certainly consists with my experience to say so, and in no case more signally than in this system of apprenticeship, in which it has been my happiness to be so much engaged. The interesting character of the young people usually presented for selection, the gratifying condition of a large majority of schools in which the clergy had so interested themselves as to move for these advantages, and the very marked improvements which have followed their adoption, have combined to connect my occupation not only with a large amount of actual pleasure in the performance of it, but with no inconsiderable portion also of that much more substantial and weather-proof satisfaction which accompanies the outward evidence that one is doing something really useful for mankind. It would be romance to hope that this, an essentially *critical* employment, should differ from all others in a complete exemption from misapprehensions, hidden or disclosed; and it would be arrogance in me to feel confident that I may not have been to blame for some of those concealed dissatisfactions which criticism, however frank, and honest, and indulgent, must sometimes occasion. But upon a retrospect of the last 20 months, and the 400 school inspections in which they have been occupied, I cannot call to mind a single occasion on which any embarrassment or discomfort has arisen between those interested and myself; or if in one solitary instance I have encountered unawares a correspondence marked by more vivacity, than might seem to consist with this assertion, it was brought so quickly to a close as satisfactory to all else concerned as to myself, that I should not have thought it needful to remember it, excepting to guard myself against the possible imputation of a boast more round than accurate.

Indeed, without a single exception that I can remember, my

reverend brethren have been so entirely of counsel with me as respects apprentices, and the selection of them has been so purely a matter of friendly conference as to which children—regard being had to the restrictions of your Lordships' Minutes—could be apprenticed most beneficially for the schools and for themselves, that there has been scarcely any room for other than the most acquiescent mutual feelings; and while it is my bounden duty to record the utmost frankness, reasonableness and courteous accommodation in my reverend friends, I believe that they will also acknowledge that this conduct on their part has been reciprocated by a studious endeavour to consult their wishes, and to make their own opinions and desires a main element in the recommendations which I have from time to time submitted to your Lordships. Since writing the last sentence, I have carefully reviewed my list of pupil-teacher schools, and out of 400 cases cannot find more than a single instance, in respect of which I have been made acquainted with any dissatisfaction in the clergy with the decisions ultimately pronounced by your Lordships, nor a solitary pupil-teacher whose apprenticeship has been promoted, or continued to be recognized, but at the instance or with the unreserved approbation of the clergyman interested in the case.

It will appear more clearly how this should probably, as it has practically been the case, if I relate somewhat in detail the process of selection.

Your Lordships' Minutes require that candidates should be not less than 13 years of age, nor more than 16. That they, their parents and their teacher, should exhibit certificates of moral and religious character from the clergyman; that they should be apt to teach, and should have reached a specified standard of intellectual attainment; great prominency being given in this latter requirement to religious knowledge, with respect to which the joint certificate of the clergyman and the Inspector is required, "that the candidate for apprenticeship can repeat the Church Catechism and understand its meaning, and is acquainted with the outlines of Scripture history." Qualifications similar in kind, but progressively higher in degree, are required year by year through the whole course of apprenticeship. Besides this, the Inspector is instructed to report upon the master or mistress "as a guide and example in the formation of the character of the apprentices, and 2ndly upon the school as a place for their training." To which instruction this is added, viz., "Her Majesty's Inspector will be careful to mention under the second head, the state of the children's knowledge of the Holy Scriptures, the Catechism, and the Liturgy; and to invite the assistance of the parochial clergyman in this part of the examination."

It is possible that a clergyman who has applied for apprentices,

may have acquainted himself imperfectly with the nature and extent of these requirements, and that on my visit to the school he may present a batch of candidates, including one or two over or under age, or with some other disqualification about which there cannot be two opinions. These are at once removed from the list with such words of tenderness and encouragement as may be suitable. It remains to be ascertained respecting the rest, not only which of them, upon an equitable interpretation of your Lordships' Minutes, are qualified for apprenticeship; but, since the number attending the school may allow only a limited election, which of them are, upon the whole, *best* qualified and entitled to a preference above their competitors. This has to be ascertained by careful observation and inquiry as to character and manners; and by intellectual examination, both oral and on paper, the latter usually occupying from three to four hours. It may be, that in moral and intellectual qualification some are so eminent above the others that the choice is obvious. But it will frequently occur, that the attainments apparent on examination are so balanced, that the selection must depend on a variety of considerations, with which the personal observation of the Inspector can make him but imperfectly acquainted. And here it is, that the assistance of the clergyman not only becomes indispensable, but is introduced precisely at the point where he would most desire his influence to be felt, namely, where the personal characteristics, the parochial relation, and the peculiar circumstances of the candidates have to be taken into account. Against the positive restrictions of the Minutes he does not wish to contend. The moral and religious certificates are at his own discretion, *and no candidate can possibly pass that barrier but with his consent.* About the intellectual attainments of candidates, whether they can or cannot write out a parable, or work a sum in Rule of Three correctly, there is rarely any room for difference of opinion; but when it comes to making choice between two candidates, both of whom present the more obvious qualifications for election, then it is that the counsel of the clergyman is imperatively needed respecting personal [illegible] cs, domestic history, and local circumstances, to d[illegible] estion very vital to the interests of these you[illegible] el which I have sent failed throughout [illegible] ding to solicit, that he always been frank[illegible] always gratefully accepted and carefully [illegible] the paramount and [illegible] religious character of [illegible] can say, [illegible] clergyman, those of whom [illegible] more right- [illegible] your Lordships [illegible] g class of the [illegible] nies. [illegible] with what appears

exercise this privilege; and when he has consented so to do, I have reposed with so much confidence upon his judgment, that, except a few paper questions to which written answers have been returned, I have contented myself with very few oral questions, or with listening while the candidates themselves put questions on this subject to a class. I should think it very much to be deplored if the *comparative* reserve, which in such cases I have sometimes exhibited, with reference to this important branch of qualification (that of religious knowledge) should have been attributed in a single instance to any other cause than an implicit confidence and satisfaction in the judiciousness and sufficiency of the parochial clergyman's examination, which having been conducted in my presence, might fairly supersede the necessity of any protracted examination by myself. But besides that I have not thought it needful to consume time by lengthening materially what has seemed to me a sufficient series of religious questions by the clergyman, I have felt anxious not to disturb or to impair the influence and tendency of his examination, by what might look like a separate and independent examination of my own upon that subject. As respects this branch of qualification most especially, it has been my earnest desire and endeavour to sustain the impression, that the parochial clergyman and myself are not two examiners acting as a control and check upon each other's scrutiny, but joint examiners in one examination, and with one end in view, namely, the highest and best interests of the school. Beyond a few incidental oral questions, therefore, which might serve to show that the others had not been answered mechanically and by rote, and a few also embodied in my question paper, I have not usually thought it well to institute an examination in religious knowledge, distinct from that conducted by the clergyman. It has, however, sometimes happened that the clergyman has preferred to resign this task entirely to myself, in which case my examination has been more searching and extended than it would otherwise have been, and conducted usually in his presence; and I have made a point of securing his written acquiescence in my judgment.

Besides the printed qualification forms provided by your Lordships, I have always taken with me to examinations for apprenticeship a table for my private guidance, of which the following is a copy:—

perhaps of his parish. It is *because* they have been good and promising that they have secured his kind regard and interest, and are now permitted to compete for an important prize. Yet even this strong antecedent probability is not allowed to supersede the most minute personal inquiry that may be practicable, and the most scrupulous consideration of anything that may possibly have transpired prejudicial to their moral and religious character. But so extremely rarely has this been the case; so very seldom, if ever, have the usual certificates been supplied to me as mere matter of course; so rigorously conscientious has appeared the testimony of the parochial clergy, that little has remained for me but to pursue my observation of the general tone, discipline, and attainment of the school; to mark what aptitude for teaching the candidates exhibit; to conduct either upon the spot, or as before observed, collectively, the intellectual portion of their examination orally and in writing; to fold up their papers and my memoranda; to take them home for more mature deliberation, and to report upon them to your Lordships.

It is not true to say that our pupil-teachers are a set of *merely clever* boys and girls. That there are amongst them many of quick apprehension, lively intelligence, retentive memory, and ready inference, I am not studious to conceal; nor surely can these be looked upon as disqualifying properties in those whose business it will be to train children, and teach them how to read and write and cast accounts within that very scanty period during which the children of the poor are able to compass attendance at a school; a period so short indeed, that the most able, adroit, and well-directed teaching, is scarcely sufficient for communicating to them the homeliest attainments; and inferior teaching utterly unequal to accomplishing so much. But I repeat most advisedly, that so far as my experience enables me to speak, "sharpness," "mere cleverness," or by whatever disparaging name vivacity of apprehension may be called, has formed a very subordinate element in the selection of apprentices. They have not been chosen for forwardness and sharpness; but, so far as such qualities could be ascertainable in persons of their age by those most deeply interested and best acquainted with them, viz., their parochial pastor, they have been chosen for a religious sense of duty to God and man, for unreproached life, for modesty of deportment, for gentleness and docility of character, for diligent habits, and for average common sense. And glancing at the list now before me of pupil-teachers in my district, I can say, with honest cordiality and confidence, that a more right-minded, well-behaved, intelligent, and interesting class of the community has never yet engaged my sympathies.

This part of my Report I will conclude with what appears

very rarely found the slightest objection offered to the arrangement. It affords abundant and undisturbed leisure to the young people for considering their written questions: they have more time than could possibly be afforded to this portion of the examination in each separate school; their attention is not distracted by the noise and excitement of a school inspection proceeding simultaneously in their presence; the sympathy of numbers engaged in the same task, and competing for a similar prize, helps to sustain their confidence and self-possession; and the separate inspection of each school, either before or after this collective examination, unembarrassed by the paper work therein disposed of, is more deliberate and satisfactory than it might perhaps otherwise have been, and affords also a favourable and comparatively quiet opportunity for observing the aptitude to teach exhibited by the candidates in their several classes.

The papers handed in by the candidates are afterwards maturely considered in private, together with the memoranda made at the time of the school inspection, and upon conference with the clergyman; the cases are reported to your Lordships for decision; and the result eventually communicated to the persons interested.

I have ventured to be thus minute as to the method of selecting pupil-teachers, because I wish it to appear how narrowly the entrance to their ranks is guarded both by your Lordships and the parochial clergy against the intrusion (so far as human vigilance can hinder it) of any moral elements that might pervert the intellectual. I have not the slightest hesitation in declaring, as emphatically as becomes me, that in the selection of apprentices, so far as my experience reaches, the moral qualification has obtained a very marked predominance over the intellectual. It has been much more rigorously exacted in the first instance; and any defect in it which has subsequently come to knowledge (though such cases have been extremely rare), has been more rigorously visited. It is most true that the intellectual (in which I include religious *knowledge* as distinguished from religious *character*), takes more prominent place in examinations; and so, from the nature of the case, it must. The moral qualifications have for the most part been settled long before. It is only the children of good character that are presented to us as candidates. Beyond a few private questions to the clergyman and teacher, as noted in the last-mentioned table, and a little conversation with the candidates themselves, nothing in the way of moral investigation and inquiry into religious *character* remains to be done. The clergyman is ready to certify, to the best of his belief and satisfaction, both their own morality and that of the friends with whom they live. They are the flower of his school,

perhaps of his parish. It is *because* they have been good and promising that they have secured his kind regard and interest, and are now permitted to compete for an important prize. Yet even this strong antecedent probability is not allowed to supersede the most minute personal inquiry that may be practicable, and the most scrupulous consideration of anything that may possibly have transpired prejudicial to their moral and religious character. But so extremely rarely has this been the case; so very seldom, if ever, have the usual certificates been supplied to me as mere matter of course; so rigorously conscientious has appeared the testimony of the parochial clergy, that little has remained for me but to pursue my observation of the general tone, discipline, and attainment of the school; to mark what aptitude for teaching the candidates exhibit; to conduct either upon the spot, or as before observed, collectively, the intellectual portion of their examination orally and in writing; to fold up their papers and my memoranda; to take them home for more mature deliberation, and to report upon them to your Lordships.

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[illegible] with what appears

to me as satisfactory a confirmation of its accuracy as can be adduced.

With the most intimate acquaintance that a clergyman may possess of his young flock, and with the most frank disclosures (which have never been wanting) as to their peculiar characteristics, and with every precaution that vigilance can interpose against unsuitable elections, the admission of candidates to apprenticeship must from the nature of the case, and for the first year particularly, be to a certain extent experimental. Now, besides some hundreds of rejected condidates, and about 100 accepted apprentices whose first year has not yet expired, and about whose conduct therefore during that year I have no information, I have examined upwards of 300 pupil-teachers, one or more years of whose apprenticeship are closed, and with whom therefore the experiment has been tried. I invite attention to the following table of decisions pronounced by your Lordships in these upwards of 300* cases of applicants for stipend for the past year, and for continued recognition of apprenticeship.

	Boys.	Girls.
Allowed their stipend, and continued on the Council Office List of Apprentices upon unqualified certificates of moral conduct, with various intimations of caution, encouragement, or commendation, as to particular points of intellectual attainment, upwards of	180	104
Disallowed stipend for the past year, but encouraged to persevere	1	1
Allowed stipend, but erased for the future from the list, because of general inaptitude	1	1
Allowed stipend, but erased for unsubdued temper after warning	1	..
Disallowed stipend, and erased for incompetency	1	..
Disallowed stipend, and erased for misconduct	2	1

Besides these, two girls have been allowed only half-stipends, in consequence of defective attainment; one girl has voluntarily withdrawn from the apprenticeship; and two boys and two girls, very promising young persons, have been removed, I am grieved to say, by death.

So small a number of defaulters for misconduct, only 3 out 300 youth between the ages of 14 and 17, would be indeed incredible, if our pupil-teachers had been "merely clever" boys and girls; nor do I think if such had been the case, that any imaginable amount of lax indulgence could have kept down the number of dismissals to so scanty a proportion. But when it is remembered that in every individual case and every year the clergyman's certificate of good character and conduct is peremptorily exacted, very few will have the intrepidity to

* I am unable to give this total number with perfect accuracy, some few cases being still under consideration; but it may be relied upon as correct within a few units.

impute this inconsiderable list of degradations to a lax regard for moral requisites, considering that that charge must ultimately trace its way to a quarter where it would be surely most unrightcously misplaced. Is it not rather and more reasonably to be inferred, that so trivial a number of reversals implies that the original choice has been made with unimpeachable vigilance? Does it not demonstrate that to be true in practice which might in theory have been expected, that which I have above stated, and which I desire emphatically to repeat, viz., that the great guarantee for the moral and religious character of this most interesting and hereafter important class of English youth lies in the fact, that not a single pupil-teacher is admitted or retained, excepting at the instance, with the acquiescence, and upon the testimony of the parochial clergy?

It will relieve my mind frankly to acknowledge, that the severe pressure of engagements that admitted no delay, the distances to be traversed between school and school, occasional embarrassments of conveyance, and the complicated simultaneous examination of apprentices, their teachers, and of the school itself, have combined in some few cases so to curtail and tax my time as to force me upon a more rapid prosecution of the last-mentioned examination than, if I had had a choice, would have been adopted by myself, or than perhaps would have been satisfactory to those present but for the kind consideration which they have shown to an emergency. These examinations have, however, been much simplified by the expert assistance of the clergy, and by their disdain of those annual impostures which consume time merely in putting into children's mouths a mechanical series of answers to amaze a Midsummer row of visitors not acquainted with the secret. I can hardly express too heartily my thanks, that I have never yet been called upon to be accessory, even as a witness, to so preposterous an exhibition.

From my visits of inspection having had reference chiefly to pupil-teachers, who are assigned only to schools of tolerable efficiency, it would seem to follow naturally that most of those which I have visited present that character, and rank, perhaps, somewhat above the average of those under inspection which have not sought the advantage of apprentices. This will, in some measure, account for the favourable tenor which prevails in the remarks on individual schools which are appended to the tables in the sequel; and I say this, because I should be sorry if the comparative uniformity of those favourable observations should at all impair their credibility, or excite a momentary suspicion that they are mere words of course. I have not scrupled to employ such criticism on particular points as seemed to call for it, even though the general condition of the school has been

very satisfactory. And I have learned, from the candour which I have experienced from managers of schools, to hope, that any such observations will be taken in good part, as having been kindly as well as honestly intended.

The second visits which the more peremptory claims of pupil-teacher schools have called for, have enabled me to form an estimate which I could not have formed in a wider range of single visits, viz., upon the *progressive* improvement which those schools exhibit; and I find that out of 104 such schools which I have examined a second time, 64 exhibit marked improvement since the previous inspection; 36 are in much the same condition as before, and four have fallen back. This argues very favourably for the benefits incidentally introduced into a school together with pupil-teachers.

I have hopes that the more systematic arrangements in our several districts recently adopted, or now in process of adoption, with the more methodic distribution of our labours which experience gradually teaches, may enable me to accomplish more visits of simple inspection, irrespectively of pupil-teachers, than have been possible since the great increase of occupation introduced by the Minutes of 1846. In the meantime, I am not in a situation to say much from personal investigation about the comparative state of education in the different counties of my district. As to the general state and prospects of that cause exhibited in them collectively, it is impossible that I should not have gathered some materials for remark, from which I feel it difficult entirely to refrain. But I prefer reserving such general observations, till a time when more complete statistics and a more mature experience may give them a better title to consideration. I have seen, of course, as all my colleagues have, how much the progress of instruction has been hindered by the want of more *methodic* teaching; an art which must be learned and practised, certainly with no less assiduity than more mechanical employments, before it can be honestly and efficiently assumed as a profession. I have had occasion to observe how much adroitness this requires—adroitness such as intuition very rarely brings; and what resources beyond mere proficiency in the simple thing that is to be taught; what powers and material for illustration, what faculty of self-adaptation to the different levels of the growing mind are requisite in order so to use the two or three years during which poor people's children go to school, as to possess them in so short a time with even the homeliest and scantiest measure of instruction. But I have been also cheered to see how safely and how surely all these qualities may be supplied and cultivated, if only they who are really interested in the cause of education will exercise their judgment in recommending, not merely amiable persons, but promising teachers, as students in our training schools, and will

also heartily support those institutions in the vigorous and comprehensive system which they are for the most part ready to adopt.

I have seen how miserably small are the amount and value of what children learn of Scripture where Scripture is the only thing that enters into the routine of teaching; how vague, confused, and incorrect are the ideas of either facts or precepts that are acquired in such an isolated way. But I have also seen how very few schools within my observation, refuse to introduce such carefully-selected books of secular knowledge as may cultivate without perverting the intelligence of children, and so lead them to a better understanding of the Scriptures too.

I have observed how the various good qualities in a school (like Christian graces in an individual character) usually, though not invariably, hang like links in the same chain together; insomuch that one is not unfrequently the exponent of the whole. Thus modesty, personal neatness, quietness of demeanour, obedience, regularity, diligence, and satisfactory attainment are generally found in company. Discipline, it is true, is sometimes seen in the more obsolete kind of schools without attainment; but rarely anywhere attainment without discipline.

And here shall I be pardoned, if I mention what may seem a very trivial thing; but one which seems to me so inconsistent with that cleanliness of habit which it is most desirable to maintain in schools (and most especially in those for girls), that I am surprised it should have hitherto escaped more peremptory notice. I allude to the offensive method almost universally prevalent with school children, of cleaning (as it is called by courtesy) their slates. An easy substitute is practicable. A halfpenny worth of sponge attached to each slate by a string, and a bowl of water placed fresh every morning in each corner of the school, might without difficulty be adopted. Meantime an uncomfortable suspicion will suggest itself, that these young butlers and kitchen-maids that are to be, learning to think the present mode of polishing a slate consistent with propriety, may think no harm some day to have recourse to so prompt and natural an expedient with a plate.

I have often heard repeated (who has not?)—"Oh! we don't want our poorer children to be made astronomers and engineers: we are quite contented if they learn to write legibly, to cast accounts, and read their Bibles with intelligence." A very comprehensive aim, I would in all sincerity reply, to be contented with; and may they never rest contented till every effort has been strained to realize it: an aim much more extensive than (excepting cases utterly exceptional) has hitherto been compassed, and the utmost that is likely to be

compassed by any process that I see in operation. "To read their Bibles *with intelligence!*" But will they read their Bibles at all in the cottage or the servants' hall, if they be nauseated with it through their childhood as *the* task-book? is it likely that they will recur voluntarily and in a commendable spirit to the only book which stands associated in their minds with all the irksomeness, the drudgery, the sadness, the stupidity, the dull mechanical teaching, the dull mechanical learning, the wearisome, undiscriminating discipline, through which the faculty of reading must be struggled to in those more obsolete schools in which exclusive Scripture reading is prescribed? Will not the holy book itself stand in great jeopardy, not of dislike only, but even of irreverence by being the familiar hand-book at a time when childhood is so prone to seek relief from listlessness in levity? For listless and uninteresting most assuredly will that reading be which is enlivened by no illustration, no explanation as to social and domestic habits, natural history, and the peculiarities of time and place; and the material for all these is refused by that hypothesis which excludes all secular instruction and insists on Scripture and on Scripture only. For if it be replied, "It is reading Scripture *with intelligence*, which we insist on as sufficient," I can only say that the word "intelligence," concedes the whole matter in dispute, and at once introduces some measure (such as may suit a child's capacity, which of course, is all that we can contemplate) of geography, and of national and natural history. For how can they possibly read the Scriptures with intelligence, if their intelligence be left dormant for want of those adjuncts to such reading which would awaken and sustain it, and provide at once the occasion and material for reflection? Will they not, if denied these accessories, be in danger of catching at most "the letter," if so much, without the "spirit that giveth life" and all its value to the letter? Will they understand, or value, or enjoy Scripture the less, or be less likely to recur to it in afterlife, because they have been taught where Egypt is; what lies between it and the land of Palestine? On what regions the Redeemer "went about doing good;" what countries the apostle of the Gentiles traversed? Or will a glimpse of history prevent a child from understanding why St. Paul appealed to Cæsar; or how it was that *Jewish* priests and elders came to importune a vacillating *Romish* magistrate in their own land to authorize a deed unknown to their own law? Is it not time and place and circumstance—in other words, geography and history, that give coherency and sequence to the Scripture narrative? Whatever is needful to be read, is surely needful to be understood. And if it be answered that, when thus connected, this is no longer *secular* geography and history, why then let all knowledge that can be

made to illustrate the holy page cease in like manner to be secular! lay under requisition every science, every source of information, and consecrate it, in the name of God, to broaden and lift up the gates of the human mind, so that whatever is His truth may find a freer and a more illumined entrance.

Meantime, it is an undoubted fact, that in schools where Scripture *only* is taught, it is learned with almost no intelligence. The misconceptions as to time and place, and the relation of one event to another in the minds, not of children only, are amazing and too ludicrous for me to record them in connexion with so grave a topic. I have been frequently disappointed too, in schools where great and conscientious labour has evidently been devoted to exclusive religious instruction, where children have learned to quote remote prophecies and doctrinal texts with surprising accuracy, to find how little they were acquainted with the simple words, the doings and example of their Saviour, and the relation of these to each other and to human life. I do not think either, that there is nearly enough learning off by heart, and *frequent repetition* of those plain, popular texts which are profusely scattered over Scripture, easily intelligible, easily remembered, easily applicable to the various predicaments of life; compact and portable resources in its sorrows and temptations; cruizes of oil and barrels of meal, which the heart in after time may feed upon or pour into its wounds. There should, however, be *frequent repetition* of these texts as well as a judicious selection, or they can hardly be expected to become so indented in the memory, as to be found there "after many days." I should wish at the same time, to suggest well-chosen hymns, of which there are so many that combine didactic purposes in their least repulsive form, with the attractions (frequently) of the sweetest poetry, and that assistance to the memory which is supplied by rhyme and rhythm.

I cannot but think, that somewhat more judgment might be exercised than I have sometimes found in the selection of portions of Scripture for the children's daily reading. It is but a small portion of the Bible that they can read between 7 years of age and 12; and surely those parts ought to have the preference which exhibit the easiest practical adaptation to the minds of children. I very frequently find them occupied on what, to say the least, might very suitably be postponed till other portions are exhausted; and it has more than once happened, on my saying to a class of girls, from 12 to 13 years of age, "Suppose you read me the lesson you read with your governess yesterday," that they have turned immediately to a chapter in Leviticus, which might have been embarrassing to bystanders, but for the total absence of intelligence with which the little maidens gabbled a few verses before I had time to

direct their attention to a chapter more suited to their apprehension and my purpose of examination. Yet these young people were very ignorant of the Gospel narrative, its examples and its inculcations.

There is one argument against education which I have found, I must confess, unanswerable, and which I therefore think it candid to record. It was from a country gentleman, whose dignified repose was, I believe, well earned, and will, I trust, remain to him long undisturbed. On being invited to assist in some school project, he declined, saying, "Schools! I hate schools! the children run about and frighten my carriage horses." These, I am afraid, are not the only carriage horses that at present stop the way.

But with the adversaries of a homely, useful, Christian education of the poor, I have been brought but little into contact, and of more than this I have not found myself called upon hitherto to be the advocate. "To write legibly, to cast accounts correctly, and to read the Scriptures *with intelligence*," is a formula which I will very heartily subscribe, and if in suggesting that this "intelligence" implies something besides the letter of the Scriptures as an ingredient of instruction, or if in any of the observations which I have frankly ventured on, I could myself detect, or could have pointed out to me, the faintest trace of any sentiment reflecting upon those with whom my occupation has brought me into intercourse, there is nothing which I would so promptly and cordially disclaim. Nor can I conclude those observations better than by appealing to the tabular reports to which they are preliminary, and which bear testimony to the grateful and the gratified impression which I brought away from a majority of the schools which I have visited; while in almost every one of them there has been much less to criticise than to commend. If out of the 300 schools which I have visited—many of which had never been before under review—there had been no topics found for animadversion, no respects in which improvements ought to be suggested, it would only argue that my function had partaken of an ineffectual character, which it would be easy, but not perhaps decorous, to define. But if in almost all I found life, energy, and a progressive *spirit* (however hampered sometimes by deficient funds, or discouraged by a lukewarm sympathy in the neighbourhood)—if, with very rare exceptions, they exhibited a *desire* to avail themselves of every hint and opportunity that could be afforded for improvement—then I may venture to assure myself that such remarks as candour and a right intention have prompted, either in this Report or elsewhere, may encounter, if not perfect acquiescence, yet, at least, some measure of indulgence; and that I may experience even officially some portion of that liberality and kind construction

for which, personally, I have to make such unreserved acknowledgments. To my reverend brethren, most especially, it is my bounden duty, as it is my pride and pleasure, to express the heartiest thanks for their domestic kindness; for their courteous consideration; for their upright counsel; and for their invaluable aid. I have many deficiencies to confess to them; much forbearance to bespeak; some extenuating difficulties to plead; but I rely upon their Christian candour to assign to me a fair intention, and to maintain their cordial undiminished help in what I surely may believe to be our common purpose.

I have the honor to be, &c.,

W. H. BROOKFIELD.

To the Right Honorable the Lords of the Committee of Council on Education.

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TABULATED REPORTS by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, on the Schools inspected by him between 21 February 1848, and 31 October 1849.

1848.

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
1. Canterbury, N. S. February 22.—Boys'	161	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	15	50	60	76	125	140
2. ,, 22.—Girls'	114	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	149
3. Charing, near Ashford, Kent. February 23.	81	.	.	.	.	11	35	35	35	.	.	.	32	.	17	.	.	.	.	35	.	18	27	37	6	17	66
4. Sutton-at-Hone, Kent. February 24.—Boys'	51	.	.	.	.	.	.	.	.	1	1	12	24	10	.	.	37	.	.	.	.	.	17	.	.	49	53
5. ,, 24.—Girls'	50	.	.	.	.	.	.	.	.	.	.	4	.	7	.	.	.	.	.	.	.	5	11	.	.	.	53
6. Rotherhithe, Trinity. March 6.—Boys'	41	.	.	.	.	12	9	8	22	.	2	8	25	13	.	.	23	.	26	13	.	26	5	10	12	12	47
7. ,, 6.—Infants'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	65
8. South Lambeth. March 7.—Girls'	40	.	.	.	.	.	.	.	.	.	.	.	5	14	.	.	.	.	16	16	.	.	30	6	.	10	40
9. ,, 7.—Infants'	100	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100
10. Newington, St. Mary's. March 8.—Boys'	203	.	.	.	.	.	.	.	24	.	7	17	98	.	.	.	52	.	28	.	.	30	91	75	.	.	296
11. ,, 10.—Girls'	128	.	.	.	.	.	.	.	.	.	.	.	.	29	.	.	52	.	.	.	.	14	47	67	.	.	180
12. Rotherfield, Sussex. March 13.—Boys'	38	.	.	.	.	.	.	7	9	.	.	9	.	11	.	.	20	.	20	8	.	19	11	18	.	.	40
13. ,, 13.—Girls'	30	.	.	.	.	.	.	.	.	.	.	.	.	14	.	.	14	.	14	.	.	4	.	6	.	.	30

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

the lower classes, however, do their small work well. 5. Mr. Nash, a person of very commendable character,—sensible, frank, and unaffected, and seems to have communicated a favourable moral influence to the scholars: himself an exceedingly good reader. 6. Recommended two boys for apprentices.

Canterbury, Girls'.—1. A very tolerable room, and well furnished. Good parallel desks of old standing. Expected removal this year to large new schools near the Cathedral, renders remark on this head at present needless. 2. Good; gentle and effective. There seems to be a very proper feeling between mistress and scholars. 4. Very fair; but reading unaccountably hesitating and defective, except with five candidates for pupil teacherships. 5. Mistress (Miss Bullard) a sensible unaffected person, whose moral tone was very obviously and pleasingly communicated to the scholars; they seemed mutually attached. I received a very pleasing impression of the general tone of the school, though not dazzled by its attainments. 6. Recommended three apprentices.

Charing, near Ashford.—1. School-room about 24 feet by 24, with four old-fashioned parallel desks. Too much crowded; but there is a difficulty in enlarging from depression in the funds of the school, the expense of which falls considerably on the curate, who takes a cordial and effective interest in it. 2. Good, both as to mechanical movement and apparent moral tone; the monitors (two of whom were pupil-teacher-candidates) drilled and taught efficiently. 4. Efficient and tolerably comprehensive. 5. Mr. Biggs, an intelligent and able master from St. Mark's, Chelsea, of whom I conceived a favourable impression both as to his personal character, his intellectual acquirements, and his skill in teaching. 6. There are more copies wanted of the books in use.

Sutton-at-Hone, Boys'.—1. Boys' school same size as girls', and underneath it, but presenting much more promising indications of instruction. 2. Very fair; the drilling and mechanical business quite satisfactory. 4. Promising. 5. Mr. Elias Paul Johnson, an intelligent person, is taking considerable pains with himself; has had no training, but has endeavoured, with very creditable success, to gather hints of method in personal intercourse with other schoolmasters.

Sutton-at-Hone, Girls'.—1. A tolerable room over the boys', calculated for 70 children, but seemed to me sufficiently full with 53; airy and healthy in situation. 2. The appearance of the children was clean, happy, and orderly. 4. Very scanty and mechanical. 5. The mistress an exceedingly respectable and homely sort of person, neither possessing nor pretending to any accomplishments beyond those of a village-school dame.

Rotherhithe, Trinity, Boys'.—1. The entire edifice (of which the boys' school is but a small part) is a very good L shaped building, of which base and perpendicular are each 60 ft. in length. There is an adequate master's residence not occupied at present. The boys' school is 30 feet by 30; has good parallel desks, and is otherwise well furnished. 2. Not strict enough, but partly compensated by the exceedingly good-tempered tone prevailing in the school. 4. Very good, and well graduated to the capacities of the classes. 5. Mr. George Dick, St. Mark's, 19, very well informed, active, frank, and unaffected. Seems on good terms with his boys; knows his school well and takes considerable pains with it. 6. This school is under the disadvantage of a rival in an old able. 5. It is conducted in the ordinary method by Miss Smith, a very good-tempered-looking young person from Lancashire, with an assistant-teacher. The number in attendance is by no means commensurate at present with the accommodation.

South Lambeth, Girls'.—1. A room over the infant-school 29 feet by 26 feet. Good parallel desks on a gallery divided by a curtain. Tolerably provided with apparatus. Very closely connected with the infant-school (though they have different mistresses); the same playground and a good mutual understanding, the children being kept in the infant-school till it is thought they can profit by going up to this. 2. Very fair. A clean, docile, good-tempered-looking set of children, on whom the kind manner of their governess seemed to tell with pleasing effect. 4. Very fair as far as it went, and perhaps as far as it could go, for the children were not above 11 in average age. Great attention bestowed on scriptural instruction. 5. Miss Catherine Dunton, a kindly person, apparently much interested in her pupils; frank and unaffected. 6. No candidates for apprenticeship at present eligible.

South Lambeth, Infants'.—1. Good room below girls, 36 feet by 26 feet, suitably furnished. 2. Good. 4. Fair. 5. Appeared excellent.

Newington, St. Mary's, Boys'.—1. A large room, 67 feet by 40 feet. The master's private rooms occasionally used as class-rooms. There are writing-desks round the entire wall on the old plan. The floor is occupied by benches, forming eight large rectangular classes. No maps visible, nor any of the ordinary modern tokens of a thriving school. 2. Indifferent; as in so large a school, under one unassisted master, might be expected, unless he availed himself of the very best systems hitherto contrived. 4. Of too mechanical a character. Writing good; arithmetic fair; reading moderate; geography, &c., very imperfect. 5. Mr. D. Flunder, appears to take considerable pains; not deficient in self-confidence or energy, but the harvest is not equal to the labour, which I attribute to defective method. 6. Want parallel desks, black-boards, easels, globe, and well-selected books.

Newington, St. Mary's, Girls'.—1. Room over the boys, 67 feet by 40 feet and 13 high. Airy and healthy, but rather cold. In seven classes. There being no infant-school here, infants are admitted into this school at two-and-a-half years old, which is a great drawback to the school, and puts it beyond the management of even an adroit and active person. 2. Somewhat defective as to silence and attention, but the children seem neat and good-tempered. 4. Very moderate, and what there is, mechanical. Considerable pains are taken with Scripture and catechism. 5. Mrs. Hobman, a very kind and highly respectable person; fond of the children, which is reciprocated; but not so accomplished in school keeping as in personal deportment. Quite free from pretension. 6. Wants more books, maps, boards, and easels.

Rotherfield, Boys'.—1. Boys and girls' schools on same floor, and opening one into the other; size of each room 36 feet by 18 feet. Boys divided into four classes. 2. Gentle and efficient. 4. Quite satisfactory. 5. Well-informed, painstaking, and well acquainted with his school. 6. Wants an easel and another black-board, a map of Europe and parallel desks. Recommended one apprentice.

Rotherfield, Girls'.—2. The discipline is good-tempered, quiet, and apparently effectual to good order. 4. Indifferent. 5. Wife of the master, a very respectable young woman from the Brighton Training School. 6. Maps are wanted here, and parallel desks would be an improvement.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

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14. Hadlow Down, Sussex. March 14.—Boys and Girls'	114	.	.	.	30	19	12	12	4	.	.	15	34	.	.	.	41	.	53	27	.	19	34	61	.	.	100
15. Cuckfield, Sussex. March 15.—Boys'	76	.	.	.	.	.	15	15	15	.	.	15	10	16	.	.	41	.	48	10	.	32	16	28	34	69	80
16. ,, 15.—Girls'	55	.	.	.	.	.	.	.	.	.	.	.	15	24	15	.	15	.	21	15	.	23	18	14	12	17	60
17. West Hoathly, Sussex. March 16.—Boys and Girls'	69	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	53	.	.	18	35	16	.	.	.
18. Betchworth, Surrey. March 17.—Boys'	23	.	.	.	.	.	.	.	4	.	.	.	7	10	.	.	15	.	20	3	.	4	9	6	17	16	31
19. ,, 17.—Girls'	27	.	.	.	.	.	.	.	.	.	.	.	9	9	.	.	14	.	11	9	.	11	8	8	4	9	40
20. Witley, Surrey. March 20.—Boys'	44	.	.	.	.	25	.	12	12	.	.	2	12	19	.	.	21	.	10	13	.	12	19	11	25	25	48
21. ,, 20.—Girls'	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	.	6	6	.	9	6	6	.	.	24
22. Westbourne, Sussex. March 21.—Boys'	53	.	.	.	.	20	14	14	26	.	2	.	12	25	.	.	16	.	23	7	5	10	23	14	19	16	49
23. ,, 21.—Girls'	76	.	.	.	.	6	22	22	22	.	.	22	20	19	.	.	32	.	42	32	8	14	42	12	.	.	88
24. West Dean, Sussex. March 22.—Boys'	41	.	.	.	.	8	13	21	13	.	4	4	12	12	.	8	7	.	22	7	6	7	18	10	.	.	47
25. Brighton, St. John's. March 23.—Boys'	126	.	.	.	.	12	48	20	48	.	.	11	14	89	.	.	80	.	80	39	.	.	55	39	.	.	125
26. ,, 23.—Girls'	124	.	.	.	.	.	.	30	30	.	.	5	60	24	.	.	.	.	63	61	20	30	37	34	.	.	125
27. ,, 23.—Infants'	120	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	120

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

and well graduated. The girls have a chaperone who teaches them sewing in the afternoon, while boys are reading geography and history, which girls do not learn. 5. Mr. Robert Lidgate, age 19, from Winchester training-school; a very intelligent, well informed, and unpresuming person. Seemed good-tempered and well acquainted with his school. 6. Wants parallel desks and an easel or two, with black-boards. Recommended a very well-qualified candidate for apprenticeship.

Cuckfield, Boys'.—1. Boys' school 41 feet by 20, underneath girls' and coinciding with it. Well found with parallel desks and apparatus; divided into six classes. 2. Quite satisfactory. 4. Reading fair; considerable pains are taken with Scripture and the catechism; the latter was repeated with very creditable precision. 5. The master a man of excellent personal character and much attached to his employment. With so much fondness for the work he might find it an advantage to acquaint himself—if possible, by observation—with the methods of teaching which have found favour in a few efficient schools.

Cuckfield, Girls'.—Much the same remarks will apply to the girls' school. They read very fairly; the mistress is a kindly-disposed and most worthy person, and the moral influence of her character on the girls is gratifyingly perceptible, but their intelligence needs more cultivation.

West Hoathly. Boys' and Girls'.—1. School room common to boys and girls, and seemed quite full enough with 69 who were present, looking very neat, good tempered, and happy. 2. Gentle and effective. 4. Very fair and duly graduated. 5. Mr. Woodlands, Chichester; fairly accomplished, but a little deficient in self-possession; his school, however, spoke well for him. A dame attends in afternoons to teach sewing. 6. Wants parallel desks, two easels, and black-boards; map of the world and map of Palestine. The clergyman takes much interest in this school.

Betchworth, Boys'.—1. Boys at a school a quarter of a-mile from the girls, 25 feet by 15. 2. Efficient. 4. Fair enough, but does not extend much beyond the letter of what they read. 5. Mr. Rookwood, trained at the Central, Westminster. 6. Wants parallel desks, one black-board and easel, map of England and Europe.

Betchworth, Girls'.—1. Two rooms, in a private house, of insufficient size; to be changed as soon as practicable. The present mistress is 84 years of age; it is wished that she should retain the office during her life; the duty is done by her daughter. A considerable change in the organization of the school is proposed at a time which cannot be far distant. 4 Satisfactory in reading and arithmetic, but information scanty beyond the letter of the very few and exclusively religious books which they read. 5. Mrs. Skeets; sufficiently intelligent; takes great pains with the discipline of the school. 6. Want books, maps, and apparatus.

Witley, Boys'.—1. Very good building; well found in apparatus, &c.; parallel desks at one end, gallery at the other. Four classes; general appearance indicative of a thriving school. It enjoys the advantage of a real and practical interest taken in it by the rector and his family. 2. Gentle and good. The master seemed on good terms with the boys, who looked healthy and happy. Drilling very fair. The children, being gathered from a widely-dispersed population, absent themselves on any slight pretext, which somewhat embarrasses uniformity of progress. 3. Monitorial. 5. Very fair. Very good writing, and average reading and arithmetic; geography, history, and grammar were but in very rudimentary stages. 5. Mr. Joshua Stott, age 35; a very painstaking, unassuming, and fairly efficient master.

Great pains taken with scriptural instruction. 5. Wife of master; a very sober-minded, unassuming, and industrious person, exercising a favourable influence upon the girls.

Westbourne, Boys'.—1. Is the eastern half of a very plain and scarcely sufficient brick building, a little defective in mechanical arrangements; but it is impossible not to augur very favourably for its efficiency from the excellent influence of the clergyman, Mr. Newland, who takes a very lively and energetic interest in the school, and is indefatigable in its behalf and for the individual welfare of the scholars. 2. Very good; no appearance of harshness or of its effects. A good-tempered, well conducted, and contented-looking set. Good drilling and marching to songs. 4. Reading and writing very fair; Arithmetic moderate. 5. Master, Mr. Pennicott, attached to the boys and knows his school well; and with painstaking, and being careful to advance himself as well as his scholars, may become a valuable master. 6. Parallel desks seem to me very needful here. When there is so much spirit in the clergyman, and material in the scholars, it seems a pity there should not be every attainable mechanical facility.

Westbourne, Girls'.—1. The western half of same building as boys; five classes. 2. Exceedingly good. A very orderly, neat, and altogether prepossessing set of children. 4. Very fair, within the range of reading, writing, needlework, and religious instruction. 5. Mrs. Covington, a most respectable and painstaking person, whose moral influence was very perceptible upon her scholars.

West Dean.—1. The boys' school is a proportionate part of a very handsome and picturesque building, under the immediate care of Mr. and Mrs. Vernon Harcourt. It was only the boys' school that I was desired to visit. It is 30 feet by 18 feet, and 13½ feet high; five classes. The population are partly diverted from this school to the neighbouring one of Singleton—two thinnish schools instead of one large one. 2. A very well conducted set of boys. 4. Very good reading and writing; arithmetic I thought a little defective. Religious instruction, geography, grammar, history. Music very good amongst the upper boys. 5. Very commendable, unpretending and efficient. 6. I recommended parallel desks. Otherwise the school is very well found; I came for pupil-teachers, but there was no boy willing, though two or three competent to be candidates.

Brighton, St John's, Boys'.—1. Part of a very good building, which comprised under one roof boys', girls', and infant-schools, each with a class-room in addition to the main room. These rooms are all of ample size, well warmed and ventilated. The boys' school has three long parallel desks, containing twenty scholars each. The tripartite division is adopted, class-room, desks, and area being constantly occupied by successive sections. 2. Very fair. Corporal punishment rare. 4. Good reading and writing; average arithmetic. The schools are but nine or ten months old. Geography, grammar, and history beginning. 5. Mr. Josiah Anderson, St. Mark's, appears well-informed and efficient; knows his school; assisted by Mr. Holmes, who leaves shortly to go to training.

Brighton, St. John's, Girls'.—1. This room corresponds to the boys'; they are entirely separated, however. The desks and general arrangements are the same. 2. Good; a neat, orderly, satisfactory appearance. 4. Reading and writing, good. General answers on reading lesson, fair; Arithmetic, average. Geography and grammar, beginning; Scripture, very fair. 5. Miss Farncome, assisted by Miss Richman, both intelligent, active, and apparently doing their duty in a very satisfactory manner.

Brighton, St. John's, Infants'.—1. One room, same size as boys' and girls', with a gallery; a class-room besides for the very little ones, also with gallery, 2-5. Very satisfactory.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.										
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
28. Whitstable, Kent. March 27.—Boys'	138	.	.	.	.	.	.	27	27	6	.	27	50	40	.	.	.	.	.	.		.	30	54	51	50	49	135
29. ,, 28.—Girls'	105	.	.	.	.	.	.	.	.	.	.	7	60	45	.	.	26	.	.	64		.	50	55	30	33	50	108
30. Elham, Kent. March 29.—Mixed	57	.	.	.	.	.	.	.	13	1	1	2	20	14	.	.	25	.	13	16		.	6	15	36	35	35	55
31. Ticehurst, Sussex. March 30.—Boys'	72	.	.	.	.	.	4	6	6	2	3	10	10	30	.	.	30	.	60	.		.	21	26	25	5	34	60
32. ,, 30.—Girls'	71	.	.	.	.	.	.	.	.	.	.	3	16	15	.	.	24	.	44	14		.	26	19	26	10	24	60
33. Tandridge, Surrey. March 31.—Boys'	81	.	.	.	.	.	.	.	.	.	18	8	32	.	.	51	.	.	54	27		.	26	53	2	46	41	80
34. ,, 31.—Girls'	67	.	.	.	.	.	.	.	.	.	Numbers, through inadvertency, not retained.											.	.	.	.	.	.	70
35. Thames Ditton. April 3.—Boys'	43	.	.	.	.	.	.	.	18	.	.	.	.	.	.	.	28	.	35	8		.	20	36	2	.	.	58
36. ,, 3.—Girls'	42	.	.	.	.	.	.	.	12	.	.	8	18	16	.	.	10	.	23	12		.	12	23	8	5	18	40
37. Southwark, St. Mary's. April 6.—Boys'	155	.	.	.	.	.	8	79	100	6	6	16	60	57	.	.	64	30	49	76		.	79	70	74	160	168	152
38. Deptford Road. April 11.—Boys'	95	.	.	.	.	.	.	20	20	.	.	30	18	12	.	.	13	40	21	29		.	48	21	26	30	55	90
39. ,, 11.—Girls'	98	.	.	.	.	.	36	36	36	.	8	28	28	28	.	.	36	20	64	14		.	50	20	18	50	50	96

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Whitstable, Boys'.—1. "The Whitstable Charities" support these schools, pursuant to directions from the Court of Chancery. As much out of 400*l.* a-year as may be wanted besides school-pence, and 24*l.* a-year appropriated from Fagg's Charity, in Sea Salter, are great gain. 2. The children very clean, orderly, and well-behaved. 4. The unusual shyness and timidity that prevailed made it difficult to judge of their attainment. Arithmetic correct; reading and writing moderate; Scriptural instruction very carefully

devoted to their maintenance. They are in a very thriving state. Boys' school 60 feet by 42 feet; parallel desks and good furniture; six classes. 2. Very efficient; no staring nor suspended attention on the entrance of a stranger. Corporal punishment is on the decrease; drill and prompt obedience, good. 3. Monitorial and simultaneous. 4. Good in reading and writing, and arithmetic of more than average correctness. 5. Master, Mr. John Auld, age 30; takes great interest in his work, for which he is very fairly qualified. 6. Recommended three boys for apprenticeship.

Whitstable, Girls'.—1. School-room 45 feet by 24, divided into six classes; two parallel desks, holding about twenty each; the area occupied by fixed rectangular class forms. 2. Excellent; appearance of the children neat, and manner quiet. At the commencement and breaking up of school hours a simultaneous recital of texts or simple poetry takes place during the arrangement of bonnets, &c., which is managed with very good order. 3. Simultaneous monitorial. 4. Very fair reading, writing, arithmetic and Scripture knowledge; and here, as in the boys' school, I remarked that what they did exhibited more than average accuracy. Altogether the school is in a very commendable and promising condition. 5. Miss Blakeney, about 23, intelligent and of prepossessing manner; defective in self-possession, but the general characteristics of the school are bearing good testimony to her ability, and may serve to give her courage.

Eltham.—1. Mixed school, taught by one master, a mistress attending to teach girls sewing. The room 20 feet by 18 feet; admits easily of division into two parts by curtain or wooden partition, if necessary; wall desks; play-ground airy; offices clean; situation good; architecture Elizabethan and picturesque. 2. Ordinary; the master free from harshness, and the children seem attached to him. 3. Monitorial; mixed simultaneous and individual. 4. Perhaps the children were a little bewildered by the novelty of a stranger's visit, and so did themselves less than justice; but I thought that their intelligence admitted of somewhat more awakening and connexion with their work. 5. Mr. Harding (who was at Central School, Westminster, in training for a short time) has been here from the opening of the school (3 years). Unassuming, intelligent, and well-informed, and decidedly interested in his school, but might cultivate method and adaptation in his teaching, with advantage. Recommended an intelligent boy for apprenticeship.

Ticehurst, Boys'.—1. Boys in separate room under same roof with girls; handsome Elizabethan schools; rooms a good size, well found with parallel desks, and gallery; airy, well placed. 2. Good, quiet, and fairly effective. 4. Arithmetic, very correct, and farther advanced than is common. Reading might be better—is wanting in carefulness and fluency. General information very moderate. 5. Mr. John Smith, 32, intelligent; candid about his school, calculated to be a very useful master.

Ticehurst, Girls'.—1. Same as boys. 2. Very good; cleanliness and order manifest, and, I should think, enforced by gentle and judicious means. 4. Very fair, and, as in boys' school, arithmetic unusually correct. 5. Mary Makepeace, 27, from Home and Colonial, eight months here: good-tempered and intelligent; did not attempt to overrate her school; gave me quite a favourable impression of her adaptation for her work. Recommended for apprentices.

Tandridge, Boys'.—1. A very picturesque and attractive-looking school, built when such were uncommon, thirty years ago, in a beautiful situation. Rather crowded; there are parallel desks, and a gallery. 2. Very good. 4. Writing and arithmetic, unusually good and accurate; reading not quite so good, Scripture taken much pains with. 5. Mr. Davis, of great integrity and courteous manner; a good and useful man, of whom I brought away a very favourable impression.

Tandridge, Girls'.—1. Precisely as boys' room. A class-room for each would be a very attended to. 5. Mrs. Davis, wife of master; of good attainment and high character, and obviously much interested in her school.

Thames Ditton, Boys'.—1. A sufficient room under girls', 42 feet by 24. Desks against the wall; scanty apparatus. 2. The master had been here only two days, and before his arrival, and under a previous master, described to me as very incompetent, the school had become very much disorganized, and boys unruly. I found them in bad discipline, but not to a degree that ought to be discouraging to the efforts of the new-comer. 3. Method difficult to ascertain definitively at present, master being scarcely resolved upon his plans. 4. Arithmetic above the average, and reading and writing fair. 5. Mr. Broderick, fresh from Battersea Training-school. It would be unfair to criticise so new a comer.

Thames Ditton, Girls'.—1. Over boys' room. Desks round the wall. Ordinary class-benches occupying area. 2. Very good. Tidily dressed, clean, cheerful-looking children. 3. Monitorial. 4. Very fair, but contracted within the strict range of Scriptural subjects. 5. Miss Mary Ann Inman, age 22; Whitelands certificated. Frank spoken; of gentle, unassuming character; of very fair attainment; seemed to me to teach quite satisfactorily; likely to exercise a very desirable influence over the tone and manners of the children. Wrote afterwards upon her certificate—"This school exhibits evidence of the modest integrity, good sense, and gentle manner of the mistress; and if her intellectual qualifications are not proportionately reflected in the scholars, it is not for want of ability in teaching, but because of discouraging circumstances with which I am acquainted, but over which she has not had the slightest control."

Southwark, St. Mary's, Boys'.—1. Very good buildings, but scarcely large enough for the numbers. Boys' room apart from girls'. Gallery divided off from the area by a curtain. Parallel desks, and a class-room. 2. Fair. Corporal punishment on the decrease, though still partially retained. 3. Tripartite. Seven or ten small subdivisions of classes reading, in area, the same lesson at one moment. 4. Very efficient. A somewhat larger proportion than is usual are proficient in rules of arithmetic and other subjects comparatively high, while their average time in the school appears to be somewhat shorter than is usual elsewhere. 5. Mr. John Wilson Pringle, trained at Battersea eight years ago; of unusual attainment and industry, and deeply interested in his profession. 6. A want of maps for hanging in the school.

Deptford Road, Boys'.—1. Sixty feet by 30, furnished in the old way with desks round walls, and class benches in area, divided into four impracticably large classes. Class-rooms are projected, and parallel desks, which will bring with them many improvements. 2. Moderate. 3. Monitorial. 4. Arithmetic and writing, both good. Reading indifferent, for the very obvious reason that a class of thirty-seven reading all round affords very few opportunities for each boy to read. I suggested breaking up class during reading into little pentads, disposing them in distant points of the school under as many of the better readers as the number required, and reading each lesson several times and then reassembling for oral lecture and questioning upon the lesson from the master. Tried the experiment, which seemed to answer without distressing noise. 5. Mr. —— Moore, a highly respectable person. 6. These schools enjoy the benefit of the most active interest and exertion on the part of the rector, the Rev E. Blick, whose frequent visits and kind manner in the schools cannot but have a very good effect.

Deptford Road, Girls'.—1. Sixty feet by 30, divided into four classes. Class-room and parallel desks projected. 2. Very satisfactory. Children tidy, clean, and quiet. 4. Writing pretty good. Arithmetic moderate. Reading indifferent, because of magnitude of classes. 5. Miss Mary Harrop. Good accent and manners. Candid, intelligent, and unassuming. Seemed much interested in her school, and fond of the girls, over whom she exercises a very commendable influence.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
40. Stockwell, St. Michael's.																										
April 12.—Boys'	142	.	.	.	.	25	59	59	59	.	9	11	44	38	.	15	70	25	75	31	16	43	69	50	45	241	140
41. ,, 12.—Girls'	97	.	.	.	20	25	20	20	20	.	.	.	19	18	.	.	60	.	76	21	.	20	24	53	31	203	100
42. Rotherhithe Green.																										
April 13.—Girls'	42	.	.	.	.	.	.	.	26	.	.	.	10	12	.	.	.	.	26	12	.	20	6	16	.	.	48
43. ,, 13.—Infants'	58	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
44. Surrey Canal.																										
April 13.—Infants'	68	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	70
45. Englefield Green.																										
April 18.—Boys'	47	.	.	.	16	16	.	16	31	2	6	8	15	11	.	.	31	16	15	16	6	20	14	5	30	30	45
46. ,, 18.—Girls'	59	.	.	.	.	.	19	.	19	.	.	19	15	12	.	.	37	19	6	34	8	26	13	12	16	16	50
47. Farnham.																										
April 19.—Boys'	82	.	.	.	.	.	29	12	51	.	20	25	20	.	.	.	51	12	30	20	.	29	22	28	71	34	65
48. ,, 19.—Girls'	85	.	.	.	.	.	.	.	.	.	.	1	25	30	.	.	.	12	36	25	.	39	26	12	11	30	70
49. Kennington Oval.																										
May 23.—Boys'	191	.	.	.	.	20	31	50	50	.	4	6	20	40	80	30	80	66	.	.	35	31	51	74	.	.	180
50. ,, 23.—Girls'	124	.	.	.	.	.	35	.	35	.	.	30	30	25	.	.	40	.	40	80	.	30	60	34	.	.	120
51. Newington, Trinity.																										
May 24.—Boys'	143	.	.	.	.	.	35	5	30	5	.	30	24	22	.	.	60	30	30	83	25	32	5	36	100	100	140
52. ,, 24.—Girls'	121	.	.	.	.	.	.	.	.	.	.	20	50	.	.	.	24	.	121	.	.	30	90	.	.	.	120
53. ,, 24.—Infants'	166	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
54. Bermondsey, Star Corner.																										
May 25.—Boys'	280	.	.	.	.	.	45	45	45	.	30	22	13	30	.	.	85	.	110	78	50	38	54	38	200	200	280
55. Clapham, Parochial.																										
May 29.—Boys'	136	.	.	.	.	.	35	35	35	4	4	12	30	30	.	.	65	.	70	86	20	60	30	30	.	.	140

GENERAL OBSERVATIONS.

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Stockwell, St. Michael's, Boys'.—1. Boys occupy central portion of a room of which two ends (one for girls, the other for infants) are divided off by double curtains, which are tolerably effectual in shutting out noise. The schools are well built and well furnished, and present a very thriving appearance, but so crowded as very much to cramp the efforts that are plainly made for their efficiency. If the *whole room* were devoted to boys alone it would not be too large; nor, until two-thirds of it, at least, instead of one, are so devoted, can it be anything like large enough. 2. Very good, neither seemed harsh nor lax. Mechanical order very good. Great silence with apparently little effort. I found the examination consequently easy and orderly. 4. Reading, writing, arithmetic, all good. General knowledge fair. Reading both fluent and correct. 5. Mr. White; conscientious, unassuming, and successful in his work. 6. These rooms are fitted up for Divine service on Sunday, and are therefore divided only by curtains. The necessity for this is a considerable detriment to the ordinary arrangement of the school.

Stockwell, St. Michael's, Girls'.—1. The girls' school is the eastern third part of the building, separated from boys' by a curtain. Well furnished, but *only half the size needful*. 2. Very good. Cleanliness and good order were the best features of the school. 4. Attainments moderate, and too mechanical. Intelligence of the children needs more cultivation. Needlework good. 5. Mrs. White, wife of the master; was suffering from recent illness and consequent nervousness. With her husband's assistance, to infuse a little more attainment into the school, she might, from her good personal influence on the girls, continue to preside over them with great advantage.

Rotherhithe Green, Girls'.—1. This room, about 20 feet by 30, is over infant-school, and has a class-room of about 12 feet by 9. There is ample ground for building more class-room upon, which is proposed to be done. 2. Admits of improvement. 4. The school is in a very rudimentary stage, and criticism had better, for the present, be reserved. 5. Miss Ann Stibbs, 19; Whitelands. Intelligent, and of prepossessing manner. Deficient in self-confidence; but, with encouragement, will make a very useful teacher.

Rotherhithe Green, Infants'.—1. A very good infant-school underneath the girls'; forms ranked behind each other, but no gallery at present. 2. Very good. 4. Very good; repeated parables correctly; clever at arithmetic, and only one quarter of those present did not know letters. 5. Miss Jane Carey, 17, clever, energetic, and useful.

Surrey Canal, Infants'.—1. Forty-eight feet by 21; class-room 14 feet by 14. 2. Very good. 4. Very satisfactory. 5. Miss Mary Comerford, age 19; a very painstaking and commendable young person.

Englefield Green, Boys'.—1. The room is 30 feet by 20; looks somewhat barren of apparatus; desks against wall, and benches in classes on the area; no class-room. 2. Very good; except as it may be, perhaps, a little too peremptory. 4. Satisfactory. Children do not come up from infant school till they can read, which saves a very great but prevalent embarrassment. 5. William Powis Nettleton, 33, trained at Westminster Central School, has been 18 months here; active and efficient. 6. Recommended a candidate for apprenticeship.

Englefield Green, Girls'.—1. Size of room 30 feet by 20; writing desks round the wall; class benches on area. 2. Orderly, but rather strict; girls remarkably tidy in dress, and cleanly in appearance. 4. Good arithmetic and writing, with fair reading. 5. Mrs. Elizabeth Calloway. 6. Recommended apprentices.

Farnham, Boys'.—1. Good sized plain room, 50 feet by 20, upon ground floor; desks along the walls. 2. Good; rustic looking, healthy, and well-behaved boys. 3. Monitorial and simultaneous in four classes. 4. Scripture instruction, reading, writing, and arithmetic very satisfactory. 5. Mr. George Martin, 26; not regularly trained; but intelligent and commendable.

Farnham, Girls'.—1. Over boys' room, and same size and character. 2. Remarkably neat, cheerful-looking and orderly girls. 3. Four classes; monitorial. 4. Moderate. In Scripture they read and answered fairly. 5. Well-disposed and painstaking, but exceedingly nervous; kind in manner, and seemed to have a good moral influence on the girls.

Kennington Oval, Boys'.—1. Fifty-six feet by 25; wall desks, old fashioned. 2. Fair. 3. Monitorial. 4. Fair. 5. Mr. John Hay, a very right-minded, sensible, and industrious teacher. 6. Want parallel desks and apparatus generally; much overcrowded.

Kennington Oval, Girls'.—1. As in boys'. 2. Fair. 3. Monitorial; five classes. 4. Moderate. 5. Miss Miriam Marchant, 21, intelligent and anxious to do justice to her scholars; but appears a little discouraged at present by some uncertainty as to whether she is actually appointed and confirmed as mistress of the school.

Newington, Trinity, Boys'.—1. Forty-six feet by 40; good building. 2. Good. 3. Monitorial; five classes. 4. Fair. 5. Mr. Henry Abbott, 29; well informed, industrious, and interested in his work.

Newington, Trinity, Girls'.—1. Over boys, but half the room separated off by a curtain for infants, so that space was insufficient for either girls or infants. 2. Imperfect, partly no doubt from exceeding scantiness of room, and consequent mechanical hindrances. 4. Very moderate. 5. Miss Sarah Chatt; is about to leave. 6. This school will never attain its due efficiency till the infants are removed into a separate room.

Newington, Trinity, Infants'.—1. Partitioned off from girls' by curtain. 2 and 4. Very fair. 5. Miss Sarah Thorne; apparently a very competent person.

Bermondsey, Star Corner, Boys'.—1. Fifty-three feet by 36; wall desks. 2. Fair. 3. Monitorial; nine classes. 4. Fair. 5. Mr. William Monday; energetic and of good attainment. The instruction and discipline of this school, though of creditable character, are much impeded by the overcrowded condition of the school, not only as being a charge perhaps too great for an unassisted master, but also as presenting mechanical obstacles to that comfort and good order, without which the acquirement of knowledge proceeds at great disadvantage.

Clapham, Parochial, Boys'.—1. The school-room has been built in a manner adapted to religious meetings, which very much interferes with its organization as a school. 2. Fair. 3. Monitorial; five classes. 3. Arithmetic and writing and general information fair; reading only moderate. 5. Mr. Josh. Bowlden, 29, very highly spoken of by clergyman, and seems to deserve it. Recommended candidates for apprenticeship.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reductions.	Division.	Addition.	Numeration or Notation.	Abstracts of Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
56. Clapham, Bowyer, St. John's. May 29.—Boys'	134	.	.	.	.	.	30	30	75	1	15	14	32	30	.	.	60	.	60	60	15	39	40	40	.	.	120
57. ,, 29.—Girls'	92	.	.	.	.	.	20	20	54	.	3	17	18	30	.	.	45	.	52	37	20	35	15	20	.	.	90
58. Battersea, Parochial. May 30.—Girls'	90	Numbers not accurately recorded, through inadvertency.																					.	.	.	.	.
59. Chichester, Central. June 1.—Boys'	206	.	.	.	.	.	58	31	116	12	10	23	40	56	.	31	5	.	86	56	63	53	60	40	60	72	184
60. ,, 2.—Girls'	124	.	.	.	.	.	32	50	76	1	1	28	24	27	.	.	50	.	60	36	24	26	45	29	78	91	125
61. Brompton, near Chatham. June 12.—Boys and Girls'	90	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
62. Chatham, St. Nicholas. June 12.—Boys and Girls'	85	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
63. Chatham, St. John. June 13.—Boys'	90	.	.	.	.	.	30	30	42	3	18	21	8	9	.	.	50	40	20	30	.	42	33	15	.	.	95
64. ,, 12.—Girls'	50	.	.	.	.	.	20	20	36	.	.	20	18	12	.	.	40	.	36	13	.	20	18	16	.	.	55
65. Rainham, Kent. June 14.—Boys'	50	.	.	.	.	14	.	.	.	.	.	3	9	6	.	.	14	.	16	22	.	9	25	16	.	.	46
66. ,, 15.—Girls'	38	.	.	.	.	12	.	.	.	.	.	2	2	5	.	.	10	.	16	24	.	8	2	28	.	.	34
67. Harrietsham, Kent. June 15.—Boys'	42	.	.	.	.	8	6	6	20	.	4	8	8	6	.	.	22	.	20	22	.	6	20	16	13	10	36
68. ,, 16.—Girls'	40	.	.	.	.	6	8	8	8	.	.	7	14	6	.	.	14	.	8	32	.	8	26	6	3	4	42
69. East Farleigh, Kent. June 16.—Boys and Girls'	62	.	.	.	.	.	17	27	33	8	7	23	5	24	.	.	40	.	47	15	14	15	24	9	20	40	65
70. Burwash, Sussex. June 21.—Boys'	105	.	.	.	.	.	21	21	43	5	3	20	14	36	30	.	43	.	50	55	.	36	32	37	.	.	100
71. ,, 21.—Girls'	101	.	.	.	.	.	14	14	14	.	1	13	10	10	.	.	40	.	14	23	.	30	40	31	.	.	90

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Clapham, Bowyer, St. John, Boys'.—1. Well-built and modern room, but not nearly large enough; parallel desks and apparatus good, but crowded to excess by 120 boys. 2. As good as crowd permits. 3. Monitorial; five classes. 4. Good. 5. Mr. Wm. Hicks, 32, decidedly good. Apprentices are placed here.

Clapham, Bowyer, St. John, Girls'.—1. Adjoining boys'; somewhat smaller and equally crowded; has parallel desks. 2. Fair. 3. Monitorial; five classes. 4. Fair. 5. Wife of boys' master. A very commendable person.

Battersea, Parochial, Girls'.—1. A small room above the boys' school; an adjoining room is available for classes if needful. Mechanical arrangements defective. 2. Fair. 3. Monitorial; five classes. 4. Very fair, notwithstanding mechanical disadvantages. 5. Miss Childs; seems intelligent and good tempered, and properly interested in and acquainted with her school, which is one of very pleasing character. Recommended a candidate for apprenticeship.

Chichester, Central, Boys'.—1. A very large handsome and airy room, but not commodiously furnished; class-rooms down stairs; defective in apparatus; desks round the wall. 2. Good. 3. Monitorial. 4. Fair. 5. Mr. Edward Tickner, age 31, active and interested in his school. 6. Wants parallel desks, globes, and some other apparatus. Selected four boys for recommendation as apprentices.

Chichester, Central, Girls'.—1. An old room belonging to the Chapter, and formerly devoted to some Ecclesiastical purpose; desks round walls; too crowded. 2. Good. A very orderly and neat-looking set of girls, with several clothed by parish in the prevailing but not very becoming uniform. 3. Monitorial; five classes. 4. Very fair. 5. Miss Marshall, very commendable as to manner and temper, and moral influence over the girls; she seems fond of them, and well acquainted with her school. 6. Wants parallel desks. Selected four girls for recommendation as apprentices.

Brompton, near Chatham, Boys' and Girls'.—These schools, though not under inspection, I visited at the request of Mr. Conway, who is building a church in this district, and who is connected with the other schools which I came on purpose to examine. They are in a most elementary state; children very young, from a neglected neighbourhood. But both master and mistress are promising persons, likely with due encouragement to raise the schools to a condition of efficiency.

Chatham, St. Nicholas, Boys' and Girls'.—The most disorderly schools I have ever seen; but new schools will be opened next October, and better things may be expected. It is needless to remark upon these schools, farther then that their extreme disorder and inefficiency afford abundant evidence of the necessity for the new ones now in progress, under the excellent direction of the Rev. Mr. Conway, which are to be opened in the course of a year, when a great improvement in the education of the parish may be confidently looked for.

Chatham, St. John, Boys'.—1. Thirty-six feet by 18, inconveniently crowded; old-fashioned wall desks. 2. Fair. 3. Monitorial; five classes. 4. Decidedly good. 5. Mr. T. S. Warne, 24, trained at Bristol Diocesan; an able, straightforward, and efficient man. 6. This would be a very good school if duly supported. Selected two candidates for apprenticeship.

Chatham, St. John, Girls'.—1. Opening from boys' by folding doors. 2. Fair. 3. Monitorial; five classes. 4. Moderate. 5. Mary Ann Beckinsale, Westminster Central.

Rainham, Boys' and Girls'.—1. Remarkably well-built and quite modern schools. The school-room occupies the first floor, and keeping-rooms and a class-room are below. School-room 45 feet by 20, and 17 high; parallel desks and otherwise well found and in effective order. Boys and girls at different ends, under master and mistress (man and wife). 2. Fair. 3. Monitorial; five classes in each school. 4. Room for improvement as respects intelligence and vivacity. 5. Mr. and Mrs. Hutchinson.

Harrietsham, Boys'.—1. Twenty-four feet by 18, and a class-room (common to boys and girls) 12 feet by 12, well furnished with parallel desks; school is modern and well built, and occupies half an acre, containing two separate play-grounds. 2. Fair. 3. Monitorial. 4. Fair, considering the early age at which the boys are removed for rural employments. 5. Mr. George Orford, 26, Canterbury Training School. Selected a boy for apprenticeship.

Harrietsham, Girls'.—1. Corresponds with boys'. 2. Fair. 3. Monitorial. 4. Moderate. 5. Miss Ann Smithson, Canterbury and Home and Colonial; good tempered and active.

East Farleigh, Boys' and Girls'.—1. A mixed school in one room, well built and well found. 2. Fair. 3. Monitorial. 4. Good; arithmetic higher than ordinary, and correctly done; scriptural and general knowledge very satisfactory. 5. Mr. Edward Curwen Collard, 20, St. Mark's, Chelsea, certificated; well-informed, diligent, and warmly interested in his school. Selected candidates for apprenticeship.

Burwash, Boys'.—1. Excellent building, on a very picturesque but somewhat exposed situation; boys' room separated from girls' by a curtain; a good gallery, but wall desks, which would be well removed for parallels. 2. Fair. 3. Monitorial. 4. Good. 5. Mr. Alfred Cox, 28, Bishop Otter's Training School; a very good master; quick, well informed, diligent and conscientious. Selected two boys for apprenticeship.

Burwash, Girls'.—1. Similar to boys. 2. Fair; clean, neat, healthy-looking children, and orderly in conduct. 3. Monitorial. 4. Moderate. 5. Mrs. Eliza Wood; not trained for the employment, but conducts the school in a very creditable manner, and enjoys the valuable assistance of ladies from the Rectory.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
72. Hurstmonceaux, Sussex.																										
June 22.—Boys'	44	.	.	.	.	.	8	8	8	.	3	4	6	9	.	.	24	.	19	25	4	4	11	25	6	20	40
73. ,, 22.—Girls'	36	.	.	.	.	.	.	.	14	.	.	1	18	9	.	.	23	.	14	21	.	14	6	15	.	.	36
74. Redhill, Surrey.																										
June 23.—Boys'	50	.	.	.	.	.	11	11	11	.	7	16	9	8	.	.	11	.	29	21	.	10	35	5	.	.	50
75. ,, 23.—Girls'	34	.	.	.	.	.	.	.	.	.	.	10	8	16	.	.	10	.	10	24	.	12	10	12	14	14	37
76. ,, 23.—Infants'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50
77. Lee, Kent.																										
June 28.—Boys'	98	.	.	.	43	.	43	56	56	5	9	16	16	25	32	18	72	.	47	31	18	56	25	19	36	37	95
78. ,, 28.—Girls'	95	.	.	.	.	4	38	35	69	.	20	20	18	14	15	3	45	17	69	27	20	50	31	15	17	37	78
79. Weybridge, Surrey.																										
June 30.—Boys'	41	.	.	.	.	12	20	20	20	.	2	6	12	7	.	.	20	.	20	20	6	14	14	6	.	.	40
80. ,, 30.—Girls'	39	.	.	.	.	6	18	18	18	.	.	8	10	7	.	.	18	.	18	17	4	14	9	17	.	.	45
81. Camberwell Green.																										
July 3.—Boys'	114	.	.	.	.	.	46	.	.	.	3	15	19	42	.	.	40	.	46	68	.	46	32	36	.	.	115
82. ,, 4.—Girls'	74	.	.	.	.	.	.	.	.	.	.	7	6	11	.	.	20	.	23	11	.	12	15	47	.	.	70
83. Mitcham, Surrey.																										
July 6.—Boys'	93	.	.	.	.	.	44	44	44	.	6	12	22	34	.	.	40	.	40	50	.	32	45	16	.	.	93
84. ,, 6.—Girls'	75	.	.	.	.	.	.	21	21	.	.	21	18	38	.	.	37	.	40	35	.	24	11	40	.	.	65
85. Eltham, Kent.																										
July 7.—Boys'	50	.	.	.	.	.	16	16	16	.	.	15	17	10	.	.	35	.	35	15	.	16	30	4	20	15	45
86. ,, 7.—Girls'	40	.	.	.	.	.	.	14	14	.	.	9	7	12	.	.	14	.	14	26	.	8	28	4	2	2	35
87. ,, 7.—Infants'	65	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
88. Brighton, Kent's Court.																										
July 10.—Infants'	144	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Hurstmonceaux, Boys'.—1. A plain room, 40 feet by 20, used on Sundays for Divine Service, which interferes detrimentally to the mechanical arrangements of the school; wall desks. 2. Ordinary. 3. Monitorial. 4. Moderate, because boys leave school very early for rustic employment; but a few that had stayed a little over the usual age were very fairly instructed. 5. Mr. John Pearson Cawthorne, 19, Chichester Training School; of considerable attainment and excellent personal character.

Hurstmonceaux, Girls'.—1. A room nearly a mile from boys'; wall desks. 2. Good; a neat and healthy-looking set of girls. 3. Monitorial. 4. Moderate; they leave very young. 5. Miss Mary Daun; seems intelligent, and competent for apprentices, but there were no girls quite qualified; one very nearly so from the Union school.

Redhill, Boys'.—1. Excellent building. The only defect is wall desks, which, however, could be very easily converted into parallels. 2. Fair. 3. Monitorial. 4. Arithmetic good; reading and writing fair; general knowledge fair. 5. Mr. James Denner, 24, Battersea; well informed and efficient; well acquainted with his school. Selected a boy for apprenticeship.

Redhill, Girls'.—Creditable both for discipline and instruction, but not yet so as to furnish an apprentice. Mistress, Miss Mary Ann Cole, Westminster; would be likely to prepare a candidate by another year.

Redhill, Infants'.—Very efficient discipline and fair instruction. Mistress, Miss Catherine Wilson, Home and Colonial.

Lee, Boys'.—Selected three boys for apprenticeship. Schools efficient and satisfactory, both in discipline and instruction. Mr. Henry Wedlock, master, painstaking and very anxious about his school.

Lee, Girls'.—A separate school under a mistress. Building good, comfortable, and sufficient. 2. Very satisfactory; unusually neat, orderly girls. 4. Instruction very satisfactory in Scriptures and the ordinary subjects. 5. Mrs. Watters, a person of very great respectability and good personal manner; exercises a most desirable moral influence over the school. 6. Recommended a new apprentice, and the old ones for their stipend.

Weybridge, Boys'.—1. Separate from girls; 30 feet by 15 of old fashioned character. It is proposed to rebuild shortly. 2. Ordinary. 4. Moderate at present; but it may be expected to improve considerably under the encouragement of apprentices being assigned to the school. 5. Mr. T. Flint, 19, Westminster; intelligent and active. 6. Selected a boy for apprenticeship.

Weybridge, Girls'.—1. Room 18 feet by 15. 2. Neat, cheerful-looking children. 4. Reading fair, writing and arithmetic moderate; mistress about to leave. 6. Examined for pupil-teachers, but did not find that I could recommend any at present.

Camberwell Green, Boys'.—1. Recently rebuilt; very well furnished as to parallel desks and other modern improvements. 2. Admits of improvement, which, I doubt not, will presently be attained. 3. National Society's, but dispensing with monitors as much as possible; six classes. 4. Instruction decidedly good, and apparently progressive. 5. Mr. Samuel Huntley, has been here only a few weeks, and gives considerable promise of doing justice to his undertaking. 6. Recommended immediate application for apprentices.

Camberwell Green, Girls'.—1. Recently rebuilt, with good class-rooms, parallel desks, and other mechanical arrangements. 2. Children neat, orderly, and cheerful looking, but very young. 3. Monitorial; four classes. 4. Very moderate in quantity and quality. 5. Mrs. Margaret Jane Pink, widow; a very worthy, painstaking person.

Mitcham, Boys'.—1. An excellent room, but insufficiently furnished. 2. Satisfactory. 4. Very fair. 5. Mr. James Nash, 21, St. Mark's, intelligent, well-informed, unassuming, and industrious. 6. Selected two boys for apprenticeship.

Mitcham, Girls'.—So little time was left after examining the boys' school, and candidates, that this was only partially examined. It seemed in a moderate state of efficiency, but no girl was qualified for apprenticeship. 5. Miss Esther Elton, Whitelands; seems to be taking pains with the school.

Eltham, Boys'.—1. A room underneath the girls'; rather defective at present in mechanical arrangement, which is likely to be amended. 2. Satisfactory. 4. Satisfactory. 5. Mr. Charles Moffat Sharpe, 44, Westminster; a person of good address, and zealous in his school. 6. Selected a boy for apprenticeship.

Eltham, Girls' and Infants'.—1. A room over boys'. The mechanical arrangements are to be improved. 2. Good. 4. Moderate, but in the way for improvement. 5. Miss Harriet Chester, Westminster; active, intelligent, unpretending, and interested in her school. 6. Selected a girl for apprenticeship.

Brighton, Kent's Court, Infants'.—1. Room 36 feet by 22 feet, with class-room besides for smaller children. In a squalid neighbourhood; but has the advantage of being very near to the homes of the children. 2. Very orderly, well-conducted, clean, neat children. 4. Fair. Repeated texts by rote with great correctness; but their intelligence did not seem to me sufficiently engaged. Reading not proportionate to other attainments. 5. Miss Susan Andrews, Westminster; seems good tempered and intelligent. Two girls kept as assistants till about 12 years old.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
																Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory. From Copies.							
89. Brighton, Central. July 11.—Boys'	230	.	.	.	.	50	138	*	*	3	11	15	53	39	.	.	145	19	92	75	12	58	40	20	.	135	240
90. ,, 11.—Girls'	200	.	.	.	.	.	.	.	.	.	.	19	11	40	.	.	100	.	30	110	.	12	78	110	154	122	200
91. Brighton, Warwick Street. June 13.—Boys'	102	.	.	.	.	.	37	64	64	.	.	24	23	26	.	.	60	.	.	.	.	18	26	58	.	80	104
92. ,, 13.—Girls'	77	.	.	.	.	.	24	24	36	.	3	14	9	20	.	.	42	.	43	34	.	27	33	20	.	.	75
93. Portslade, Sussex. July 14.—Boys' and Girls'	60	.	.	.	.	.	.	.	.	.	.	27	7	16	.	.	40	.	27	33	.	23	19	18	.	.	58
94. Southwick, Sussex. July 14.—Boys'	44	.	.	.	.	.	.	.	.	.	.	11	14	5	.	.	.	.	18	13	.	13	8	23	.	.	56
95. ,, 14.—Girls'	.	.	.	.	.	.	.	.	.	.	.	7	9	6	.	.	.	.	18	12	.	10	16	34	.	.	65
96. Camberwell, Christ Church. July 18.—Boys'	49	.	.	.	.	.	12	16	12	.	18	9	11	.	.	.	.	15	8	.	4	13	12	16	.	.	50
97. ,, 18.—Girls'	75	.	.	.	.	.	25	40	40	.	.	21	8	8	.	.	.	8	12	10	10	7	27	31	.	.	75
98. Morden, Surrey. July 19.—Boys'	31	.	.	.	.	.	12	12	12	.	.	8	8	14	.	.	18	8	8	13	.	8	10	13	.	.	37
99. ,, 19.—Girls'	37	.	.	.	.	.	.	.	.	.	.	9	8	9	.	.	17	9	6	3	2	9	11	15	.	.	37
100. United Society's School, Rotherhithe. July 20.—Boys'	41	.	.	.	.	.	.	18	18	.	4	12	6	.	.	.	.	.	15	5	.	15	21	5	.	.	40
101. Rotherhithe, Christ Church. July 20.—Boys', Girls', and Infants'	93	.	.	.	.	.	.	.	.	.	.	6	7	2	.	.	.	.	15	13	.	8	15	43	.	.	136
102. Brixton Road, Chapel Street. July 21.—Infants'	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13	2	.	.	.	130
103. East Kennington. July 21.—Boys', Girls', and Infants'	120	.	.	.	.	.	.	.	.	.	.	.	5	.	.	.	.	.	6	.	.	.	18	.	.	.	125

* Throughout school proportionately to capacity.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Brighton, Central, Boys'.—1. A large room on first floor, with good class-room. Desks not good at present; but a grant has been made for parallels. 2. Good. 4. Madras; much modified; eleven classes. 4. Good. 5. Mr. C. Daymond, St. Mark's; very well instructed, diligent, and able, and of good personal manner. Has an assistant and several apprentices.

Brighton, Central, Girls'.—1. Over the boys' on second floor. 2. Fair. 3. Monitorial. 4. Moderate; hardly commensurate with opportunities and the importance of the school. 5. Miss Rebecca Stockwell, Westminster; zealous and conscientious. Assisted by Miss Angelina Arthur, and apprentices.

Brighton, Warwick-street, Boys'.—1. A room underneath girls', 49 feet by 24 feet; crowded and indifferently furnished. 2. Ordinary. 4. Moderate. 5. Mr. Alfred Kent, 20, St. Mark's; seems active and intelligent, and with experience will make a useful teacher. 6. Selected a boy for apprenticeship.

Brighton, Warwick-street, Girls'.—1. Over the boys' school, and same size. 2. Very satisfactory. 4. Very correctly and efficiently taught in Scripture, and the ordinary subjects of instruction. 5. Mrs. Susan Martin; very unpretending, of excellent character and moral influence, and highly entitled to commendation. 6. Selected a second girl for apprentice, the one previously indentured doing exceedingly well.

Portslade, Boys' and Girls'.—1. A modern well-built school; well furnished; boys and girls together under a mistress. 2. Good. 3. Monitorial; three classes. 4. Very fair. 5. Mrs. Wingenroth; a very diligent mistress of superior personal character. 6. A night school is held here three times a-week, at which 58 labouring boys attend who have left the day-school.

Southwick, Boys'.—1. Modern built; separated from girls' by folding-doors; wall desks. 2. Fair. 3. Monitorial. 4. Fair. 5. Mr. James Brinton, Westminster, intelligent and painstaking.

Southwick, Girls'.—1. Like the boys. 2. Fair. 4. Moderate. 5. Miss Elizabeth Adams.

Camberwell, Christ Church, Boys'.—An exceedingly good room, with good parallel desks, furniture and apparatus. The discipline and instruction are fair; but the attendance is not so good as might be expected, where so much interest is taken in the schools by the clergyman. 5. Mr. George Mason, 21, Winchester, of fair ability and attainment; but did not seem to co-operate cheerfully in the inspection. 6. Selected a boy for apprenticeship.

Camberwell, Christ Church, Girls'.—1. Rather deficient in space (the school being well attended), but well furnished. 2. Exceedingly clean and orderly; influenced very favourably by the mistress. 4. Good and improving. 5. Mrs. Chandler, intelligent, unpretending, of superior manner, and much interested in her school, which she conducts with highly commendable efficiency. 6. Selected a second girl for apprenticeship, the first doing very well.

Morden, Boys'.—1. A very small room, of quite rural character; indifferently furnished. 2. Fair. 4. Moderate. 5. Mr. James Hook, painstaking, and of unpretending character; assisted by an apprentice.

Morden, Girls'.—The instruction of this school is creditable, but not quite equal to its discipline, which is very satisfactory, the girls presenting a very neat and orderly appearance. 5. Miss Catherine Jack, Whitelands, appears to be conducting the school with commendable diligence and interest.

United Society's School, Rotherhithe, Boys'.—1. An old establishment in the patronage of parochial authorities, with residence for master; school-room upstairs, presenting every symptom of an earlier century. 2. Exceedingly bad. 3. None. 4. Very scanty, indifferent, and entirely mechanical. 5. Mr. Archibald Maclaren, a very courteous old gentleman.

Rotherhithe, Christ Church, Boys', Girls', and Infants'.—These schools have received upwards of 300*l.* from the Privy Council; they are well built, and surely ought to be very useful. But they were closed for twelve months in 1846-7; and are now only kept at work as a speculation of the master's, Mr. Samuel Sharman, who receives nothing but the weekly pence. Instruction very moderate.

Brixton Road Chapel School, Infants'.—1. 45 feet by 25 feet, and 20 feet high. A good airy room. 2. Discipline very good. Clean, orderly, happy looking children. 4. Very well proportioned to their capacities. 5. Miss Ruth Rand; here five years; succeeded her father; seems very fond of her employment, and to succeed in it very well.

East Kensington, Boys', Girls', and Infants'.—A good building, with capital residence (six rooms) at one end, and space left for another. The children are very young, and the school is managed by two young ladies, well instructed, and of kind and unassuming manners. Trained at the Home and Colonial, and competent to schools of a different character; but hardly equal, I should fear, to cope with the unusual difficulties of a charge like this. Great energy and adroitness would be necessary to keep such a school in a state of efficient discipline and instruction.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.										
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies	Abstracts or Composition.	From Dictation or Memory.	From Copies.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
104. Camden Chapel District. July 24.—Boys'	113	.	.	.	12	24	24	24	24	.	.	26	4	15	.	.	50	14	36	40		6	22	45	39	.	.	116
105. Kennington Oval. July 25.—Boys'	180	.	.	.	.	.	32	32	32	.	7	29	49	30	.	.	.	12	75	.		.	41	50	86	.	.	180
106. Blackfriars, Christ Church. July 26.—Boys'	160	.	.	.	.	.	29	.	29	.	.	55	20	41	.	.	50	.	52	11		.	28	32	100	.	.	140
107. ,, 27.—Girls'	71	.	.	.	.	.	.	.	.	.	.	5	4	17	.	.	.	.	5	19		.	10	12	49	.	.	65
108. West Moulsey, Surrey. July 31.—Boys', Girls', and Infants'	45	.	.	.	.	.	.	.	.	.	.	.	.	3	.	.	12	.	.	12		.	8	6	11	.	.	50
109. Walton-on-Thames. July 31.—Boys'	36	.	.	.	.	.	.	.	.	.	6	10	5	8	.	.	20	.	20	16		.	9	21	14	.	.	33
110. ,, 31.—Girls'	42	.	.	.	.	.	.	.	.	.	.	12	.	15	.	.	20	.	10	8		.	11	6	13	.	.	40
111. Long Ditton, Surrey. August 1.—Boys' and Girls'	48	.	.	.	.	.	.	.	.	.	.	21	.	.	.	.	6	.	22	26		.	16	7	25	.	.	50
112. Malden, Surrey. Aug. 1.—Boys', Girls', and Infants'	24	.	.	.	.	.	.	.	.	.	.	2	10	4	.	.	6	.	6	8		.	7	3	14	.	.	26
113. Eastwick, Surrey. August 2.—Boys'	48	.	.	.	.	.	.	.	.	.	.	10	9	6	.	.	.	.	18	16		.	15	10	14	.	.	55
114. ,, 2.—Girls'	40	.	.	.	.	.	.	.	.	.	.	11	16	9	.	.	.	3	7	23		.	9	16	12	.	.	40
115. Leatherhead, Surrey. August 3.—Boys'	54	.	.	.	.	.	7	.	7	.	.	16	12	20	.	.	.	7	21	.		.	7	24	14	.	.	47
116. ,, 3.—Girls'	47	.	.	.	.	.	.	.	.	.	.	20	34	21	.	.	.	.	21	20		.	14	21	12	.	.	40

[redacted] and Girls'	.	.	.	80	.	.	.	.	.	.	.	.	.	.	.	21	33	28	.	.	.	.	30	.	3	12	18	45	.	.	60

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Camden Chapel District, Boys'.—This school is in a very satisfactory condition, both as to discipline and attainment. Great interest is taken in it by the clergyman, whose plans for its advantage are ably and conscientiously carried out by Mr. Kemp, the master.

Kennington Oval, Boys'.—The discipline of this school is excellent, and the instruction very satisfactory. The reading, as usual in such cases, suffers from the great size of the classes, and the infrequency of a turn to read coming to each boy. Mr. John Hay, the master, is an exceedingly conscientious person, industrious, and successful in his duty, and fond of his scholars. He is ably assisted by his wife, and the school is characterized by a highly commendable spirit.

Blackfriars, Christ Church, Boys'.—1. Well-built schools; the girls' room over the boys'. 2. Fair, but not under such exact discipline as might be desired. 3. Monitorial. 4. Writing and arithmetic fair. Reading, as is usual in large schools, indifferent. Scripture knowledge fair. General knowledge and aptitude *to think* defective. 5. Mr. J. Dawson, 37, Battersea, unpretending, and of fair ability.

Blackfriars, Christ Church, Girls'.—1. Over the boys' room. A very clean, airy room, but thinly scholared. 2. Well enough; 24 girls clothed in the prevailing disfigurement, but clean-looking and orderly. 4. The reading not quite so bad as the writing and arithmetic. 5. Mrs. Kearton, a very respectable person in manner and appearance.

West Moulsey, Boys', Girls', and Infants'.—A mere dame-school, in a room 20 feet by 15 feet, which serves to keep the children out of the street; but they learn, not absolutely nothing, but very little indeed. The mistress, Mrs. Jones, is a very worthy old woman, and told me with a becoming reserve that she was "a good bit more than 60."

Walton-on-Thames, Boys'.—A very fair school of the sort. Reading, writing, and arithmetic ably taught. The master, Mr. Henry Fry, 38, of fair attainment and ability within the range that is professed; a little exertion might entitle this school to an apprentice.

Walton-on-Thames, Girls'.—A neat, orderly school, with cheerful looking children, but of moderate attainments, even in the range of reading, writing, and arithmetic. Needlework is better. The mistress, Miss Sarah Ephick.

Long Ditton, Boys' and Girls'.—A very satisfactory village school, over which a good influence seems to prevail. Perhaps the introduction of a little more secular reading would be an advantage; but Scripture reading, writing, and arithmetic, are very correctly taught by Mrs. Jago, not trained, but a highly respectable and commendable person.

Malden, Boys', Girls', and Infants'.—A very humble and secluded village school. The children, chiefly infants, seem clean and happy. The instruction is perhaps as good as circumstances, and the very tender years of the children allow. There is a lack of mechanical facilities, such as a tall-frame, black-boards, &c. The mistress, Mrs. Mary Lock, is a very unpretending person, and seems to fill her office satisfactorily.

Eastwick, Boys'.—This is a Union school for the parishes of Great Bookham, Little Bookham, and Fetcham. The boys' room is separate from the girls'. They have both of them the advantage of being unembarassed by infants, which are for the most part absorbed by the dame-schools of the villages about, and are there taught to read before they come up to this school. The master, Mr. Rought, 55, has been here 28 years, seems a sensible, efficient, and highly respectable man. and in the ordinary routine instructs his scholars very satisfactorily. A very good moral influence seems to preside over both schools.

Eastwick, Girls'.—This is also a pleasing kind of school; but the instruction is such as might be looked for where the excellent moral character and high respectability of the matron (Mrs. Rought, wife of the master) must be taken in compensation for a moderate amount of school accomplishment. One pupil-teacher has been assigned to her.

Leatherhead, Boys'.—Very well-built schools; modern and well found. The reading is fair; the writing and arithmetic good and accurate. There is an efficient infant-school, which takes off the embarrassment of children unable to tell their letters. 5. Mr. Thomas Haynes, 25, unpretending and commendable.

Leatherhead, Girls'.—A very neat, orderly, and generally speaking satisfactory school, with one pupil-teacher. Reading, writing, and arithmetic, are all fair; but unless they did themselves injustice through nervousness, I think that the intelligence and reflection of the children might be more awakened by the mistress with advantage. Mrs. Dennis is the matron; not trained; seven years' here. Painstaking, and of highly commendable moral character. The schools of this parish are greatly indebted to the warm and vigorous interest taken in them by the clergyman.

West Malling, Boys'.—An old-fashioned room of scanty dimensions. Wall desks, and indifferently furnished. The discipline and instruction, however, are decidedly good, all things considered. The master (Mr. Charles Larkings Mills, 20) is intelligent, painstaking, and frank about his school.

West Malling, Girls'.—Assembled during the warm weather in a very ample room (lent to them gratuitously), near the school-room, which is of small dimensions. The appearance of the girls was very neat and respectable, and, as far as I could judge from a very cursory glance at the school, which was all that the more peremptory claims of the boys' school (being a pupil-teacher case) left me time for, the instruction was satisfactory within a humble range.

Bosley, Boys' and Girls.—This is an excellent modern building, and considerable interest and pains are taken in the school. The want of self-possession, which characterizes the mistress (an intelligent and painstaking, but very timid young person), communicated itself to the children, and somewhat embarrassed the examination of the school, which may in many respects be very favourably reported of. Selected one girl for apprenticeship, in addition to two already placed here.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading			Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scripture.	Easy Narratives.	Letters and Monosyllables.			
																Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.						
120. Maidstone, Trinity. August 9.—Boys'	190	..	..	..	..	..	..	..	..	..	30	43	106	14	..	..	..	19	54	117	18	37	50	76	..	..	189
121. ,, 9.—Girls'	148	..	..	..	..	..	..	..	..	..	17	41	29	19	..	..	..	20	..	..	..	41	29	52	..	..	130
121a. Maidstone, All Saints. August 10.—Boys'	130	..	..	..	..	..	18	..	18	..	35	44	22	40	..	..	..	25	54	43	7	21	62	60	..	..	163
122. ,, 10.—Girls'	149	..	..	..	..	..	..	..	..	..	6	39	41	39	..	..	..	28	41	27	..	48	43	26	..	..	145
123. Camberwell, St. George. August 14.—Boys'	105	..	..	..	..	..	..	..	..	..	11	42	18	21	..	..	55	6	37	52	16	29	51	51	..	..	130
124. ,, 14.—Girls'	76	..	..	..	..	..	..	..	..	..	..	20	10	20	..	..	40	..	37	29	28	21	21	21	..	..	100
125. Peckham, N.S. August 21.—Boys'	91	..	..	..	..	..	27	..	27	12	21	11	14	29	..	..	..	24	27	32	17	14	31	29	..	..	90
126. ,, 21.—Girls'	40	..	..	..	..	..	..	..	..	..	..	25	11	6	..	..	..	20	10	10	..	19	13	6	..	..	48
127. Southwark, St. George. August 22.—Boys'	178	..	..	..	..	..	70	..	70	..	33	66	33	87	..	..	..	..	40	78	..	47	73	58	..	..	210
128. ,, 22.—Girls'	110	..	..	..	..	..	25	..	25	..	..	41	10	20	..	..	..	18	12	24	14	35	10	23	..	..	110
129. Ashford, Kent. August 29.—Boys'	55	..	..	..	..	..	..	..	..	..	14	10	..	8	..	..	30	19	12	27	9	11	16	20	..	..	85
130. ,, 29.—Girls'	47	..	..	..	..	..	..	..	..	..	..	..	7	15	..	..	25	3	21	28	12	17	21	6	..	..	64
131. ,, 29.—Infants'	66	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	20	..	..	68
132. Buckland, Kent. August 30.—Boys'	16	..	..	..	..	..	..	..	..	..	1	2	..	5	..	..	..	..	6	..	..	4	5	7	..	..	45
133. ,, 30.—Girls'	7	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	2	..	..	1	2	4	..	..	22
134. Margaret-at-Cliff, Kent. August 31.—Boys'	..	..	..	..	..	..	..	..	..	..	..	6	12	..	..	..	17	..	23	12	..	15	12	19	..	..	46
135. ,, 31.—Girls'	..	..	..	..	..	..	..	..	..	..	..	..	10	10	4	..	27	..	14	34	..	20	20	6	..	..	49

GENERAL OBSERVATIONS,

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Maidstone, Trinity, Boys'.—1. Excellent modern building. Boys', girls', and infants' under one roof, in ample separate rooms. 2. Good. 4. Good, except that reading suffers from great size of classes, and is very inarticulate. 5. Mr. E. L. Luce, 27, Westminster, a highly valuable person. 6. Selected additional pupil-teachers.

Maidstone, Trinity, Girls'.—2. Very satisfactory in all respects. 4. Good, both in amount and quality. 5. Miss Harriet Oliff, Westminster; diligent, well-informed, and unassuming. Natural timidity subordinated to good sense and feeling of duty. Evidently under the influence of high principles. Fond of her scholars, and very successful in her school.* I held a collective examination in the Trinity infant school-room, of about 40 apprentices and candidates. This room is admirably suited for such a purpose; and I have to thank all connected with the institution for the facilities which they afforded for the examination.

Maidstone, All Saints, Boys'.—Mechanical character of this school indifferent. The room large but low, confined and badly furnished; offensively contiguous to offices; and can hardly be healthy. It has wall-desks, and other indications of the less modern methods and routine. The instruction is nevertheless conducted with very creditable efficiency by Mr. John Greenleaf, Westminster.

Maidstone, All Saints, Girls'.—A long and tolerably sufficient room at a short distance from the boys', and over the Boys' Bluecoat School. This (the Girls' National) became incorporated with the Girls' Blue Gown School (of which the dress survives on 40 of the girls present) about four years ago. It is now a very tolerably efficient school, and fit for the reception of apprentices.

Camberwell St. George, Boys'.—1. A very rainy day diminished attendance by 30. The room is 45 feet by 30 feet, separated from the girls' by shutters, which can be removed to form one large room. General appearance of the school on entering is that of old-fashioned exclusion of modern accessories. 2. Very defective; talking and dishonest copying incorrigible. 3. Monitorial. The younger classes are taught too individually, by which much time and improvement is sacrificed. 4. Good in writing; fair in arithmetic; moderate in reading. 5. Mr. William Oxley, 34, Westminster, active and obliging, and quick enough in the subjects required.

Camberwell, St. George, Girls'.—The rain brought the attendance 25 below the average. 1. The size of this school is the same as that of the boys'. 2. The very neat appearance and orderly demeanour of the girls contrasted strongly with the boys. 3. The monitorial method is employed, and the classes seemed very justly graduated. 4. The instruction was very satisfactory within the range of Scriptural reading, writing, arithmetic, and sewing; the last very neat, and the whole tone of things indicated that a salutary influence was exercised over the school. 5. Mrs. Martha Phelps, 29, a very suitable person for such a school; brought up to it by the clergyman: she is very unassuming, frank, and active in her assistance of the inspection. 6. More secular reading seems to me desirable.

Peckham, Boys' N.S.—1. A room 29 feet by 26 feet, lighted by skylight; separated from girls' by a garden. 2. Moderate. 4. Reading fair; writing and arithmetic good. 5. Mr. Walter Lynch, 28, Westminster; able, diligent, good-tempered, and well acquainted with the school. 6. Selected boys for apprenticeship.

Peckham, Girls' N.S.—A good room, 29 feet by 26 feet, exactly similar to boys', except that it has wall-desks; separated from boys' by a garden; lighted by skylight. *Both schools very offensive, and constantly so from imperfect drainage.* 2 Good; neat, orderly, and contented-looking girls. 3. Monitorial; four classes. 4. Fair in reading and arithmetic; writing moderate. No girl at present fit for apprenticeship. 5. Mrs. Elizabeth Glover, a very sensible and creditable person.

Southwark, St. George, Boys'.—An excellent room, 60 feet by 30, and 20 feet high. The school has been entirely re-organized since this inspection; I refrain, therefore, from any comments upon its discipline or instruction.

Southwark, St. George, Girls'.—1. A competent room, with parallel desks and class-room; presents a thriving appearance. 2. Good. 4. Fair. 5. Miss Eliza Lockwood, Westminster; good-tempered, intelligent, and of fair attainment; well acquainted with her school. Selected girls for apprenticeship.

Ashford, Kent, Boys'.—1. Excellent room, 60 feet by 20 feet, with parallel desks; but there is a very inconvenient resonance which has hitherto resisted all contrivances, and which multiplies the noise of the school threefold. 2. Good. 4. Fair. 5. Mr. T. H. Vie, Westminster; has been here two years. A very commendable person; painstaking, conscientious, and judicious. Attendance low at present on account of harvest. Selected two boys for apprenticeship.

Ashford, Kent, Girls'.—1. A very good room, 40 feet by 20 feet, but wall-desks. 2. Good; the children look cheerful, and under good control. 4. Fair; but no girl yet quite qualified for apprenticeship. 5. Miss Eliza Fitzgibbon, Westminster; here two years; sensible and efficient.

Ashford, Kent, Infants'.—A remarkably good infant school, managed by Mrs. Vie, wife of the boys' schoolmaster, with great ability and judicious kindness.

Buckland, Kent, Boys'.—Average number 45, reduced at present by harvest. 1. Boys' school separated from girls' by sliding partition. Desks round the wall, but removed a little from it, so that the boys face the master. 2. Ordinary. 4. Very scanty. 5. Mr. John Mutton, 57, married to the girls' mistress: a person of highly respectable character, but inefficient as a schoolmaster.

Buckland, Kent, Girls'.—Boys' school report applied precisely, *mutatis mutandis*, to the girls'.

Margaret-at-Cliff, Boys' and Girls'.—The average attendance here is 45 boys and 48 girls; but being harvest time the school, in consequence of a misunderstanding, was not assembled. The clergyman accompanied me, however, to the school and schoolmistress, and I was enabled to form some kind of estimate of their efficiency. 1. One room, 30 feet by 16 feet; boys and girls separated by partition five feet high. Parallel desks in each division for 25 children. From the copy-books and ciphering which I saw, I should judge the instruction to be of fair village quality. The resident curate takes much interest in the school, and ladies take daily turns to teach. 5. Mrs. Pilcher, widow, a worthy and industrious dame. 6. The school is overflowing as to numbers. I recommended an effort for an infant school.

* It is with deep regret that I have to record the subsequent death of this excellent young person by consumption.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning									Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading							
																	Paper.		Slates.										
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.		Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.	
136. Bermondsey, Grange Walk. September 5.—Girls'	112	.	.	.	.	.	.	.	.		.	.	24	16	30	.	.	21	25	5	30	.	25	37	48	.	.	116	
137. Southwark, St. Mary. September 6.—Girls'	152	.	.	.	.	.	.	.	.		.	.	16	13	20	.	.	.	.	35	97	.	48	44	54	.	.	150	
138. Clapham, St. James. September 7.—Mixed	51	.	.	.	.	.	.	.	.		.	.	10	14	6	.	.	.	4	18	20	.	.	21	17	.	.	56	
139. Kennington, Regency Place. September 8.—Mixed	119	.	.	.	.	.	.	.	.		.	.	8	16	10	.	.	.	.	8	78	5	13	29	62	.	.	130	
140. Ham, Kingston, Surrey. October 3.—Boys'	44	.	.	.	.	.	.	.	.		.	.	8	17	9	.	.	.	.	19	15	.	11	20	15	.	.	50	
141. ,, 3.—Girls	59	.	.	.	.	.	.	.	.		.	.	16	16	10	.	.	30	.	24	46	.	32	15	13	.	.	50	
142. Hawkhurst, Kent. October 4.—Boys'	44	.	.	.	.	.	.	.	.		.	3	14	17	6	.	.	33	14	20	10	7	6	20	11	.	.	66	
143. ,, 4.—Girls'	44	.	.	.	.	.	.	.	.		.	.	9	5	.	.	.	22	2	33	10	5	16	21	5	.	.	66	
144. Hastings, St. Mary. October 5.—Boys'	80	.	.	.	.	.	.	.	.		.	.	15	16	15	.	.	85	4	23	57	6	14	23	36	.	.	94	
145. ,, 5.—Girls'	64	.	.	.	.	.	.	.	.		.	.	7	7	7	.	.	25	6	15	26	6	16	10	28	.	.	80	
146. Hastings, All Saints, St. Clement's. October 6.—Boys'	130	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	135	
147. ,, 6.—Girls'	100	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85	
148. Halton, St. Clement's, Hastings. October 6.—Mixed	140	.	.	.	.	.	.	.	.		.	5	20	19	18	.	.	100	5	28	18	.	24	15	90	.	.	190	
149. Stoughton and Racton, Sussex. October 7.—Mixed	62	.	.	.	.	.	.	.	.		.	.	14	11	5	.	.	22	.	25	15	.	.	16	10	.	.	70	

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Bermondsey, Grange Walk, Girls'.—1. A plain, good, airy room, 45 feet by 25 feet, and 15 feet high, in a somewhat squalid, noisy neighbourhood. Good rooms overhead for mistress's residence. Wall-desks. Not much furnished with the outward indications of a comprehensive range of instruction. 2. Ordinary; 30 of the girls in brown stuff frocks and blue check pinafores—a charity dress made in the school; not pretty, but certainly much less disfiguring than the more prevalent charity uniform. 3. Monitorial; six classes. 4. Reading fair; writing and spelling moderate; arithmetic fair. The whole of every afternoon is necessarily spent in needlework, of which a great deal is required by the Parochial Committee. 5. Miss Ann Elizabeth Monday, at Westminster 10 years as organising mistress; here two years; of fair ability; assisted frankly in the examination; hampered by a somewhat disproportionate amount of needlework being exacted from the school; seems to exercise a fair moral influence; well spoken of by the clergyman. 6. More secular reading wanted.

Southwark, St. Mary, Girls'.—1. This room (with class-room) forms part of a good building, but which is too small for the numbers. 2. Satisfactory. 3. Monitorial. 4. Average. 5. Miss Anna Cormick, Cheltenham; here 2½ years; painstaking, and of respectable ability. 6. Deficiency of books both in variety and perfectness of copies.

Clapham, St. James', Mixed.—1. About 30 feet by 18 feet; a neat little room, used at times for Divine service. Wall-desks; but greater mechanical facilities seem hardly necessary at present, the children being young and not numerous. Boys go to parochial school. 2. Good; clean, orderly, and cheerful. 3. Monitorial. 4. Reading, writing, arithmetic and Scriptural instruction all respectable; and there are two or three children about 12 years old that seem both in character and acquirement likely for apprentices if trained with a view to it. 5. Mrs. Mary Anne Whitaker, widow; of kind, active, and matronly manner; seems to be doing her duty very creditably.

Kennington, Regency Place, Mixed.—1. About 35 feet by 20 feet; residence attached: it is a mixed juvenile and infant school, with a gallery and parallel desks, but scarcely room enough. 2. Drilling good. 3. Monitorial. 4. Perhaps as respectable as the inevitable embarrassments of a school of such mixed character and design admits. 5. Mr. Henry Harding, 34; Home and Colonial; assisted by his wife; intelligent, and takes an interest in his work.

Ham, Kingston, Surrey, Boys'.—1. Half-a-mile distant from girls'. Room 23 feet by 20½, and 14 feet high; wall-desks. 2. Admits of improvement; copying too indulgently treated. 4. Reading (almost exclusively Scriptural) fair; writing moderate; arithmetic moderate; no secular history nor geography. 5. Mr. Wm. Charles Johnson, 30; not trained. Here six years; unpretending and good-tempered. 6. Pains must have been taken with the apprentice, but the school generally is of moderate attainment.

Ham, Kingston, Surrey, Girls'.—1. Over the infant school-room, about 20 feet by 15 feet. Wall-desks; rather scanty in furniture. 2. Fair. 4. Scripture reading fair; writing fair; arithmetic fair. General intelligence moderate. 5. Miss Harriet Dellew; not trained. Here 12 years. Appears interested in her school.

Hawkhurst, Boys'.—1. Boys' room is an unequal half of a long low building; tile floors; parallel desks; moderately furnished. 2. Ordinary. 4. The actual product in reading, writing, and arithmetic was very fair; but, perhaps through nervousness and the novelty of the occasion, the children did not exhibit quite so much intelligence and animation as I hope to see another time. 5. Mr. Thomas Humphreys, 19, St. Mark's; here nine months; good-tempered, unpretending, and desirous to discharge his duties efficiently. 6. The clergyman takes much personal interest in the school, and desires only what is best for it.

Hawkhurst, Girls'.—1. Same as boys. 2. Satisfactory, but a few drill movements might help to impart vivacity to the classes. 4. Reading good; writing and arithmetic fair; but there is the same apparent sloth of intelligence and backwardness in giving answers as in boys, attributable to shyness. 5. Miss Jemima Welby, Canterbury; here seven years. Timid, unpretending, and exceedingly well disposed.

Hastings, St. Mary, Boys'.—1. A sufficient room, but wall-desks, which managers are willing to alter. 2. Good. 4. Reading fair; writing and arithmetic good. 5. Mr. Thomas Barnes, 51; not trained, but kept a private school once. A person of evident integrity, and of much more ability than pretence of it; takes both interest and pains in his school. Selected boys for apprenticeship.

Hastings, St. Mary, Girls'.—1. A very nice, light, well-found school-room; built, I believe, by an excellent lady, the mother of the clergyman, who himself also takes the warmest personal interest in the school. It is assiduously attended to by ladies in the district. Wall-desks, but good of the kind. 2. Good. The girls exceedingly neat and well ordered. 4. Reading good; writing and arithmetic fair. Scripture answers very good; secular knowledge not so copious. 5. Miss Charlotte Lurden; intelligent and industrious, but about to leave. 6. Selected a girl for apprenticeship.

Hastings, All Saints, St. Clements, Boys' and Girls'.—Examined these schools but cursorily, so as to obtain a general impression merely, which was favourable of the boys' school, but less so of the girls'.

Halton, St. Clements, Mixed.—1. These schools were built by Lady Waldegrave, who takes a lively interest in them. They consist of two rooms opening into one. Owing to their popularity they are somewhat over-crowded. They are mixed juvenile and infant schools under a mistress. 2. Good; children clean and orderly: a very interesting tone pervades the school. 4. The infants seem very nicely taught, and everything about the institution enlists one's favourable feeling; but with regard to the children above eight years old, it seemed to me that, under such favourable auspices as are enjoyed here in a liberal patroness and an excellent clergyman, both of whom take great personal interest in the school, both the intelligence and the acquirement of the scholars are capable of more fruitful husbandry. The reading admits of improvement both in fluency and expression; the writing is very moderate; the arithmetic is better. If another school could be built for the upper girls and boys, and a competent trained mistress provided them, the infants up to eight or nine years old would be left in excellent keeping with the present mistress, who is a person of great kindness and the best character.

Stoughton and Racton, Mixed.—1. Attractive building, prettily situated. Two rooms with residence between for either master or mistress; rooms hold 70 each. Infants are in one, and girls in the same during afternoon, when they sew; boys and girls mixed in the other under a master. 2. Good, very neat, orderly, and well conducted. 4. Reading, writing, and arithmetic fair; geography and general knowledge moderate. 5. Mr. John Peacock, 21, Chichester; here four years. Seems of tolerable attainment; going to leave shortly.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.										
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.				
150. Epsom.																												
November 6.—Boys'	63	.	.	.	.	.	.	.	.	.	.	19	22	16	.	.	20	.	12	31	13	.	41	9	.	.	63
151. ,, 6.—Girls	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
152. Norbiton, Kingston.																												
November 7.—Boys'	132	.	.	.	.	.	.	.	.	.	10	11	23	22	.	.	.	.	56	66	23	22	54	36	.	.	120
153. ,, 7.—Girls'	94	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
154. Thames Ditton.																												
November 7.—Boys'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
155. Blackheath, Trinity.																												
November 8.—Boys'	119	.	.	.	.	.	.	.	.	.	16	8	10	19	.	.	.	.	59	37	.	25	34	60	.	.	120
156. ,, 10.—Girls'	88	.	.	.	.	.	.	.	.	.	.	13	13	13	.	.	44	.	32	14	.	19	25	43	.	.	95
157. Woolwich.																												
November 9.—Boys'	218	.	.	.	.	.	.	.	.	.	7	20	20	30	.	.	117	.	60	150	.	60	80	70	.	.	210
158. ,, 9.—Girls'	132	.	.	.	.	.	.	.	.	.	.	9	7	10	.	.	21	.	45	65	.	28	27	87	.	.	134
159. Gravesend.																												
November 13.—Boys'	162	.	.	.	.	.	.	.	.	.	8	23	35	15	.	.	85	.	62	80	.	35	56	80	.	.	160
160. ,, 13.—Girls'	115	.	.	.	.	.	.	.	.	.	.	20	30	50	.	.	26	.	34	80	.	20	41	58	.	.	.
161. Southfleet.																												
November 14.—Boys'	24	.	.	.	.	.	.	.	.	.	.	9	1	9	.	.	10	.	10	10	.	8	8	8	.	.	35
162. ,, 14.—Girls'	56	.	.	.	.	.	.	.	.	.	.	4	12	20	.	.	.	.	26	30	.	18	8	30	.	.	65
163. Northfleet.																												
November 14.—Boys'	80	.	.	.	.	.	.	.	.	.	3	10	7	9	.	.	40	.	30	30	.	16	24	44	.	.	80
164. ,, 14.—Girls'	50	.	.	.	.	.	.	.	.	.	.	7	10	16	.	.	30	.	30	20	.	8	17	25	.	.	50
165. Brighton, St. John.																												
November 15	140	.	.	.	.	.	.	.	.	.	6	25	7	11	.	.	.	10	27	31	20	.	43	50	.	.	140

Epsom, Boys'.—1. A good room, 46 feet by 18 feet, and 13 feet high; well warmed, but moderately ventilated. Wall-desks, for which I urged substitution of parallel 2. Good; cheerful and orderly. 3. Monitorial. 4. Reading fair, but with indifferent tone and accent; writing fair; arithmetic good; secular instruction deficient. 5. Mr. Henry Cavill, certificated; active, cheerful, intelligent, and well acquainted with his school. The pains which he takes with visible success in his first class might be more distributed with advantage to the school in general.

Epsom, Girls'.—1. Same size as boys' room. 2. Clean and orderly. 3. Monitorial. 4. Moderate; reading imperfect; subjects of reading very limited, and even Scripture answers display too little intelligence. 5. The mistress is painstaking, and bears a very good moral character.—P.S. *Exceedingly improved since this Report was written.*

Norbiton, Kingston, Boys'.—1. An unusually roomy, well-built school, in good repair, with gallery, but wall desks. It is called the "public school," and is open to all religious denominations, of which there are various members on the committee. 2. Fair; more silent than such large schools commonly are. 3. Monitorial. 4. Reading fair in fluency; accent and expression indifferent; writing good; arithmetic good; general knowledge moderate. More secular reading wanted. 5. Mr. Druett, 45; not trained, but seems to have a considerable turn for teaching; evidently takes pains, and with considerable success.

Norbiton, Girls'.—1. A separate room from boys', under same roof. 2. Good, clean, and orderly. 3. Monitorial. 4. Moderate. 5. Mrs. Dellew, of excellent matronly character.

Thames Ditton, Boys'.—Had been led to expect candidates here. None eligible.

Blackheath, Trinity, Boys'.—1. Excellent buildings in good repair. Loose desks against wall, which might easily be made parallel. 2. Fair. 3. Monitorial. 4. Reading moderate, partly in consequence of numbers of boys and scantiness of books. Writing good. Arithmetic fair. 5. Mr. Clarke, intelligent and painstaking. Might cultivate method and contrivance with advantage. Selected two boys for apprenticeship.

Blackheath, Trinity, Girls'.—1. Same as boys'. 2. Good, neat, orderly and cheerful. 3. Monitorial. 4. Fair, but more secular books would be an advantage. The classes are very duly graduated as respects reading, but the junior classes are not taught letters adroitly. An infant-school much needed. 5. Miss Helen Findlay, Westminster Central, here two years. Intelligent, frank, well-mannered, and likely to exert a favourable influence over the school.

Woolwich, Boys'.—Excellent building, well drained and ventilated. Boys' school on ground-floor. Wall desks. No infant-school, which is a great disadvantage. 2. Fair, but numbers are too great for the room, which is a cause of noise. 3. Monitorial. 4. Reading moderate, writing good, arithmetic fair; the intelligence of the children seems to me not sufficiently cultivated. 5. Mr. John William Lever, 38; not trained, but well instructed, and very painstaking.

Woolwich, Girls'.—1. Room over boys', of good dimensions, warmth, ventilation, and repair. Wall desks. 2. Moderate; peremptory commands and slack obedience. 4 Reading moderate, writing moderate, arithmetic imperfect. 5. Miss Ann Flunder. Has a high character from the rector. 6. A great want of secular reading.

Gravesend, Boys'.—1. Very good spacious room, L shaped, 45 feet by 51, and 16 high; light, warm, airy, and well found. Good raised parallels, upon a gallery, for 90 boys. 2. Indifferent; partly, no doubt, owing to numbers, and small amount of assistance. Talking and copying uncontrolled. 3. A fair specimen of the inefficiency of monitorial method. 4. Reading fair, but of too mechanical a character. Writing fair. Arithmetic defective in accuracy. General knowledge limited to a very few upper boys, who were candidates for apprenticeship. 5. Mr. Thomas Phillips, 35; painstaking, good-tempered, interested in his work, but very much needs assistance in keeping so large a school. 6. Selected two boys for apprenticeship.

Gravesend, Girls'.—1. Over boys', well found in pictures and maps; too near a very noisy street. 2. Orderly, neat, and quiet. 3. Monitorial. 4. Reading fair in first class, very moderate elsewhere. Writing and arithmetic indifferent. General knowledge very scanty, and intelligence but faintly cultivated. 5. Mrs. Jemima Waldron, a highly respectable person, and keeps good order.

Southfleet, Boys'.—1. An old-fashioned little school, boys' room 15 feet square and 15 high. Wall desks. Moderately furnished. 2. Ordinary. 4. Pretty fair reading. Intelligent enough, and arithmetic not amiss, but they want suitable and amusing secular reading. 5. Mr. William Mullender, 81, hale, cheery old gentleman, very good-natured and unreserved about his school; he is also parish clerk; is assisted by his grandson, who, he hopes, will succeed him.

Southfleet, Girls'.—Same as boys', but overcrowded. 2. Fair. 4. Fair. 5. Miss Eliza Haxall, Westminster, here eight years. An infant-scool would be a very desirable relief and assistance to these schools.

Northfleet, Boys'.—1. Room 40 feet by 18, and 12 high. Light, clean, and cheerful. Very insufficient wall desks, one at each end only. Scantily furnished. The fluctuating population is a hindrance both to attendance and funds. There is no infant-school to take off the non-readers. 2. Fair. 3. Monitorial. 4. Instruction very fair, and much better than one would expect from mechanical disadvantages. Great want of secular reading. 5. Mr. William Lord, age 26, here seven years; a person of prepossessing manner and appearance, unassuming and intelligent.

Northfleet, Girls'.—1. Same as boys', exactly. 2. Good. 3. Monitorial. 4. Fair, but total deficiency of secular reading. 5. Mrs. Lord, wife of master. A superior-mannered person, assisted cheerfully (as he also) in examination.

Brighton, St. John.—I visited this school to report with reference to master's certificate. The schools are ample and convenient. Discipline fair. Instruction satisfactory, save that the reading is too rapid and slipshod. The master, Mr. Josiah Anderson, 19, St. Mark's, here sixteen months. Is intelligent, good-tempered, well-informed. Sufficient in resources and vivacity, and likely, with earnestness and simplicity of purpose, to become a valuable teacher. He did not appear to me, however, quite to adapt the matter of his instruction to the humble level of the children's minds and requirements.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

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		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
																Abstracts or Composition.	From Copies	Abstracts or Composition.	From Dictation or Memory.	From Copies.							
104. Camden Chapel District. July 24.—Boys'	113	.	.	.	12	24	24	24	24	.	.	26	4	15	.	.	50	14	36	40	6	22	46	39	.	.	116
105. Kennington Oval. July 25.—Boys'	180	.	.	.	.	.	32	32	32	.	7	29	49	30	.	.	.	12	75	.	.	41	50	86	.	.	180
106. Blackfriars, Christ Church. July 26.—Boys'	160	.	.	.	.	.	29	.	29	.	.	55	20	41	.	.	50	.	52	11	.	28	32	100	.	.	140
107. ,, 27.—Girls'	71	.	.	.	.	.	.	.	.	.	.	5	4	17	.	.	.	.	5	19	.	10	12	49	.	.	65
108. West Moulsey, Surrey. July 31.—Boys', Girls', and Infants'	45	.	.	.	.	.	.	.	.	.	.	.	.	3	.	.	12	.	.	12	.	8	6	11	.	.	50
109. Walton-on-Thames. July 31.—Boys'	36	.	.	.	.	.	.	.	.	.	6	10	5	8	.	.	20	.	20	16	.	9	21	14	.	.	33
110. ,, 31.—Girls'	42	.	.	.	.	.	.	.	.	.	.	12	.	15	.	.	20	.	10	8	.	11	6	13	.	.	40
111. Long Ditton, Surrey. August 1.—Boys' and Girls'	48	.	.	.	.	.	.	.	.	.	.	21	.	.	.	.	6	.	22	26	.	16	7	25	.	.	50
112. Malden, Surrey. Aug. 1.—Boys', Girls', and Infants'	24	.	.	.	.	.	.	.	.	.	.	2	10	4	.	.	6	.	6	8	.	7	3	14	.	.	26
113. Eastwick, Surrey. August 2.—Boys'	48	.	.	.	.	.	.	.	.	.	.	10	9	6	.	.	.	.	18	16	.	15	10	14	.	.	55
114. ,, 2.—Girls'	40	.	.	.	.	.	.	.	.	.	.	11	16	9	.	.	.	3	7	23	.	9	16	12	.	.	40
115. Leatherhead, Surrey. August 3.—Boys'	54	.	.	.	.	.	7	.	7	.	.	16	12	20	.	.	.	7	21	.	.	7	24	14	.	.	47
116. ,, 3.—Girls'	47	.	.	.	.	.	.	.	.	.	.	20	34	21	.	.	.	.	21	20	.	14	21	12	.	.	40

GENERAL OBSERVATIONS.

	2. Discipline.	3. Methods.	4. Instruction.	5. Master and Mistress.	6. Special.

Bookham, and Fetcham. The boys' room is separate from the girls'. They have both of them the advantage of being unembarrassed by infants, which are for the most part absorbed by the dame-schools of the villages about, and are there taught to read before they come up to this school. The master, Mr. Rought, 55, has been here 28 years, seems a sensible, efficient, and highly respectable man, and in the ordinary routine instructs his scholars very satisfactorily. A very good moral influence seems to preside over both schools.

Esteeck, (Girls'.—This is also a pleasing kind of school; but the instruction is such as might be looked for where the excellent moral character and high respectability of the matron (Mrs. Rought, wife of the master) must be taken in compensation for a moderate amount of school accomplishment. One pupil-teacher has been assigned to her.

Leatherhead, Boys'.—Very well-built schools; modern and well found. The reading is fair; the writing and arithmetic good and accurate. There is an efficient infant school, which takes off the embarrassment of children unable to tell their letters. S. Mr. Thomas Haynes, 2*l*, unpretending and commendable.

Leatherhead, Girls'. A very neat, orderly, and generally speaking satisfactory school, with one pupil-teacher. Reading, writing, and arithmetic, are all fair; but unless they did themselves injustice through nervousness, I think that the intelligence and reflection of the children might be more awakened by the mistress with advantage. Mrs. Dennis is the matron; not trained; seven years here. Painstaking, and of highly commendable moral character. The schools of the parish are greatly indebted to the warm and vigorous interest taken in them by the clergyman.

West Malling, Boys'. An old fashioned room of an awful dimensions. Wall desks, and indifferently furnished. The discipline and instruction, however, are decidedly good, all things considered. The master (Mr. Charles Lockhinge Mills, 30) is intelligent, prim and quick about his school.

West Malling, Girls'. Assembled during the warm weather in a very ample room (lent to them gratuitously), near the school room, which is of small dimensions. The appearance of the girls was very neat and respectable, and, as far as I could judge from a very cursory glance at the school, which was all that the more pressing claims of the boys' school (being a pupil teacher examination) left me time for, the instruction was satisfactory within a humble range.

Hadley, Boys' and Girls'. This is an excellent modern building, and comfortably fitted and paths are taken to the school. The want of self possession, which characterises the intelligent and painstaking, but very timid young person, appointed to the children, and somewhat embarrassed the examination of the school. Which may in many respects be very favourably reported of. Selected one girl for special examination, in addition to those already placed here.

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Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

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																Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
120. Maidstone, Trinity.																											
August 9.—Boys'	190	.	.	.	.	.	.	.	.	.	30	43	106	14	.	.	.	19	54	117	18	37	50	76	.	.	189
121. ,, 9.—Girls'	148	.	.	.	.	.	.	.	.	.	17	41	29	19	.	.	.	20	.	.	.	41	29	52	.	.	130
121a. Maidstone, All Saints.																											
August 10.—Boys'	150	.	.	.	.	.	18	.	18	.	35	44	22	40	.	.	.	25	54	43	7	21	62	60	.	.	163
122. ,, 10.—Girls'	149	.	.	.	.	.	.	.	.	.	6	39	41	38	.	.	50	28	41	27	.	48	43	26	.	.	145
123. Camberwell, St. George.																											
August 14.—Boys'	105	.	.	.	.	.	.	.	.	.	11	42	18	21	.	.	55	6	37	52	.	16	29	51	.	.	130
124. ,, 14.—Girls'	76	.	.	.	.	.	.	.	.	.	.	20	10	25	.	.	40	.	37	29	.	28	21	21	.	.	100
125. Peckham, N.S.																											
August 21.—Boys'	91	.	.	.	.	27	27	.	27	12	21	11	14	29	.	.	.	24	27	32	17	14	31	29	.	.	90
126. ,, 21.—Girls'	40	.	.	.	.	.	.	.	.	.	.	25	11	6	.	.	.	20	10	10	.	19	13	6	.	.	66
127. Southwark, St. George.																											
August 22.—Boys'	178	.	.	.	.	.	70	.	70	.	33	66	33	87	.	.	.	.	40	78	.	47	73	58	.	.	210
128. ,, 22.—Girls'	110	.	.	.	.	.	25	.	25	.	.	41	10	20	.	.	.	18	12	24	14	35	10	23	.	.	110
129. Ashford, Kent.																											
August 29.—Boys'	55	.	.	.	.	.	.	.	.	.	14	10	.	8	.	.	30	19	12	27	9	11	16	20	.	.	85
130. ,, 29.—Girls'	47	.	.	.	.	.	.	.	.	.	.	.	7	15	.	.	25	3	21	28	12	17	21	6	.	.	64
131. ,, 29.—Infants'	66	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20	.	.	68
132. Buckland, Kent.																											
August 30.—Boys'	16	.	.	.	.	.	.	.	.	.	1	2	.	5	.	.	.	.	6	.	.	4	5	7	.	.	45
133. ,, 30.—Girls'	7	.	.	.	.	.	.	.	.	.	.	.	.	2	.	.	.	.	2	.	.	1	2	4	.	.	22
134. Margaret-at-Cliff, Kent.																											
August 31.—Boys'	.	.	.	.	.	.	.	.	.	.	.	6	12	.	.	.	17	.	23	12	.	15	12	19	.	.	46
135. ,, 31.—Girls'	.	.	.	.	.	.	.	.	.	.	.	.	10	10	4	.	27	.	14	34	.	20	20	8	.	.	48

GENERAL OBSERVATIONS.

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Maidstone, Trinity, Boys'.—1. Excellent modern building. Boys', girls', and infants' under one roof, in ample separate rooms. 2. Good. 4. Good, except that reading suffers from great size of classes, and is very inarticulate. 5. Mr. E. L. Luce, 27, Westminster, a highly valuable person. 6. Selected additional pupil-teachers.

Maidstone, Trinity, Girls'.—2. Very satisfactory in all respects. 4. Good, both in amount and quality. 5. Miss Harriet Oliff, Westminster; diligent, well-informed, and unassuming. Natural timidity subordinated to good sense and feeling of duty. Evidently under the influence of high principles. Fond of her scholars, and very successful in her school.* I held a collective examination in the Trinity infant school-room, of about 40 apprentices and candidates. This room is admirably suited for such a purpose; and I have to thank all connected with the institution for the facilities which they afforded for the examination.

Maidstone, All Saints, Boys'.—Mechanical character of this school indifferent. The room large but low, confined and badly furnished; offensively contiguous to offices; and can hardly be healthy. It has wall-desks, and other indications of the less modern methods and routine. The instruction is nevertheless conducted with very creditable efficiency by Mr. John Greenleaf, Westminster.

Maidstone, All Saints, Girls'.—A long and tolerably sufficient room at a short distance from the boys', and over the Boys' Bluecoat School. This (the Girls' National) became incorporated with the Girls' Blue Gown School (of which the dress survives on 40 of the girls present) about four years ago. It is now a very tolerably efficient school, and fit for the reception of apprentices.

Camberwell St. George, Boys'.—1. A very rainy day diminished attendance by 30. The room is 45 feet by 30 feet, separated from the girls' by shutters, which can be removed to form one large room. General appearance of the school on entering is that of old-fashioned exclusion of modern accessories. 2. Very defective; talking and dishonest copying incorrigible. 3. Monitorial. The younger classes are taught too individually, by which much time and improvement is sacrificed. 4. Good in writing; fair in arithmetic; moderate in reading. 5. Mr. William Oxley, 34, Westminster, active and obliging, and quick enough in the subjects required.

Camberwell, St. George, Girls'.—The rain brought the attendance 25 below the average. 1. The size of this school is the same as that of the boys'. 2. The very neat appearance and orderly demeanour of the girls contrasted strongly with the boys. 3. The monitorial method is employed, and the classes seemed very justly graduated. 4. The instruction was very satisfactory within the range of Scriptural reading, writing, arithmetic, and sewing; the last very neat, and the whole tone of things indicated that a salutary influence was exercised over the school. 5. Mrs. Martha Phelps, 29, a very suitable person for such a school; brought up to it by the clergyman: she is very unassuming, frank, and active in her assistance of the inspection. 6. More secular reading seems to me desirable.

Peckham, Boys' N.S.—1. A room 29 feet by 26 feet, lighted by skylight; separated from girls' by a garden. 2. Moderate. 4. Reading fair; writing and arithmetic good. 5. Mr. Walter Lynch, 28, Westminster; able, diligent, good-tempered, and well acquainted with the school. 6. Selected boys for apprenticeship.

Peckham, Girls' N.S.—A good room, 29 feet by 26 feet, exactly similar to boys', except that it has wall-desks; separated from boys' by a garden; lighted by skylight. *Both schools very offensive, and constantly so from imperfect drainage.* 2 Good; neat, orderly, and contented-looking girls. 3. Monitorial; four classes. 4. Fair in reading and arithmetic; writing moderate. No girl at present fit for apprenticeship. 5. Mrs. Elizabeth Glover, a very sensible and creditable person.

Southwark, St. George, Boys'.—An excellent room, 60 feet by 30, and 20 feet high. The school has been entirely re-organized since this inspection; I refrain, therefore, from any comments upon its discipline or instruction.

Southwark, St. George, Girls'.—1. A competent room, with parallel desks and class-room; presents a thriving appearance. 2. Good. 4. Fair. 5. Miss Eliza Lockwood, Westminster; good-tempered, intelligent, and of fair attainment; well acquainted with her school. Selected girls for apprenticeship.

Ashford, Kent, Boys'.—1. Excellent room, 60 feet by 20 feet, with parallel desks; but there is a very inconvenient resonance which has hitherto resisted all contrivances, and which multiplies the noise of the school threefold. 2. Good. 4. Fair. 5. Mr. T. H. Vie, Westminster; has been here two years. A very commendable person; painstaking, conscientious, and judicious. Attendance low at present on account of harvest. Selected two boys for apprenticeship.

Ashford, Kent, Girls'.—1. A very good room, 40 feet by 20 feet, but wall-desks. 2. Good; the children look cheerful, and under good control. 4. Fair; but no girl yet quite qualified for apprenticeship. 5. Miss Eliza Fitzgibbon, Westminster; here two years; sensible and efficient.

Ashford, Kent, Infants'.—A remarkably good infant school, managed by Mrs. Vie, wife of the boys' schoolmaster, with great ability and judicious kindness.

Buckland, Kent, Boys'.—Average number 45, reduced at present by harvest. 1. Boys' school separated from girls' by sliding partition. Desks round the wall, but removed a little from it, so that the boys face the master. 2. Ordinary. 4. Very scanty. 5. Mr. John Mutton, 57, married to the girls' mistress: a person of highly respectable character, but inefficient as a schoolmaster.

Buckland, Kent, Girls'.—Boys' school report applied precisely, *mutatis mutandis*, to the girls'.

Margaret-at-Cliff, Boys' and Girls'.—The average attendance here is 45 boys and 48 girls; but being harvest time the school, in consequence of a misunderstanding, was not assembled. The clergyman accompanied me, however, to the school and schoolmistress, and I was enabled to form some kind of estimate of their efficiency. 1. One room, 30 feet by 16 feet; boys and girls separated by partition five feet high. Parallel desks in each division for 25 children. From the copy-books and ciphering which I saw, I should judge the instruction to be of fair village quality. The resident curate takes much interest in the school, and ladies take daily turns to teach. 5. Mrs. Pilcher, widow, a worthy and industrious dame. 6. The school is overflowing as to numbers. I recommended an effort for an infant school.

* It is with deep regret that I have to record the subsequent death of this excellent young person by consumption.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning									Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																	Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.		Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
136. Bermondsey, Grange Walk. September 5.—Girls'	112	.	.	.	.	.	.	.	.		.	.	24	16	30	.	.	21	25	5	30	.	25	37	48	.	.	116
137. Southwark, St. Mary. September 6.—Girls'	152	.	.	.	.	.	.	.	.		.	.	16	13	20	.	.	.	.	35	97	.	48	44	54	.	.	150
138. Clapham, St. James. September 7.—Mixed	51	.	.	.	.	.	.	.	.		.	.	10	14	6	.	.	.	4	18	20	.	.	21	17	.	.	56
139. Kennington, Regency Place. September 8.—Mixed	119	.	.	.	.	.	.	.	.		.	.	8	16	10	.	.	.	.	8	78	5	13	29	62	.	.	130
140. Ham, Kingston, Surrey. October 3.—Boys'	44	.	.	.	.	.	.	.	.		.	.	8	17	9	.	.	.	.	19	15	.	11	20	15	.	.	50
141. ,, 3.—Girls	59	.	.	.	.	.	.	.	.		.	.	16	16	10	.	.	30	.	24	46	.	32	15	13	.	.	50
142. Hawkhurst, Kent. October 4.—Boys'	44	.	.	.	.	.	.	.	.		.	3	14	17	6	.	.	33	14	20	10	7	6	20	11	.	.	66
143. ,, 4.—Girls'	44	.	.	.	.	.	.	.	.		.	.	9	5	.	.	.	22	2	33	10	5	16	21	5	.	.	66
144. Hastings, St. Mary. October 5.—Boys'	80	.	.	.	.	.	.	.	.		.	.	15	16	15	.	.	85	4	23	57	6	14	23	36	.	.	94
145. ,, 5.—Girls'	64	.	.	.	.	.	.	.	.		.	.	7	7	7	.	.	25	6	15	26	6	16	10	28	.	.	80
146. Hastings, All Saints, St. Clement's. October 6.—Boys'	130	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	135
147. ,, 6.—Girls'	100	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85
148. Halton, St. Clement's, Hastings. October 6.—Mixed	140	.	.	.	.	.	.	.	.		.	5	20	19	18	.	.	100	5	28	18	.	24	15	90	.	.	190
149. Stoughton and Racton, Sussex. October 7.—Mixed	62	.	.	.	.	.	.	.	.		.	.	14	11	5	.	.	22	.	25	15	.	.	16	10	.	.	70

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Bermondsey, Grange Walk, Girls'.—1. A plain, good, airy room, 45 feet by 25 feet, and 15 feet high, in a somewhat squalid, noisy neighbourhood. Good rooms overhead for mistress's residence. Wall-desks. Not much furnished with the outward indications of a comprehensive range of instruction. 2. Ordinary; 30 of the girls in brown stuff frocks and blue check pinafores—a charity dress made in the school; not pretty, but certainly much less disfiguring than the more prevalent charity uniform. 3. Monitorial; six classes. 4. Reading fair; writing and spelling moderate; arithmetic fair. The whole of every afternoon is necessarily spent in needlework, of which a great deal is required by the Parochial Committee. 5. Miss Ann Elizabeth Monday, at Westminster 10 years as organising mistress; here two years; of fair ability; assisted frankly in the examination; hampered by a somewhat disproportionate amount of needlework being exacted from the school; seems to exercise a fair moral influence; well spoken of by the clergyman. 6. More secular reading wanted.

Southwark, St. Mary, Girls'.—1. This room (with class-room) forms part of a good building, but which is too small for the numbers. 2. Satisfactory. 3. Monitorial. 4. Average. 5. Miss Anna Cormick, Cheltenham; here 2½ years; painstaking, and of respectable ability. 6. Deficiency of books both in variety and perfectness of copies.

Clapham, St. James', Mixed.—1. About 30 feet by 18 feet; a neat little room, used at times for Divine service. Wall-desks; but greater mechanical facilities seem hardly necessary at present, the children being young and not numerous. Boys go to parochial school. 2. Good; clean, orderly, and cheerful. 3. Monitorial. 4. Reading, writing, arithmetic and Scriptural instruction all respectable; and there are two or three children about 12 years old that seem both in character and acquirement likely for apprentices if trained with a view to it. 5. Mrs. Mary Anne Whitaker, widow; of kind, active, and matronly manner; seems to be doing her duty very creditably.

Kennington, Regency Place, Mixed.—1. About 35 feet by 20 feet; residence attached: it is a mixed juvenile and infant school, with a gallery and parallel desks, but scarcely room enough. 2. Drilling good. 3. Monitorial. 4. Perhaps as respectable as the inevitable embarrassments of a school of such mixed character and design admits. 5. Mr. Henry Harding, 34; Home and Colonial; assisted by his wife; intelligent, and takes an interest in his work.

Ham, Kingston, Surrey, Boys'.—1. Half-a-mile distant from girls'. Room 23 feet by 20½, and 14 feet high; wall-desks. 2. Admits of improvement; copying too indulgently treated. 4. Reading (almost exclusively Scriptural) fair; writing moderate; arithmetic moderate; no secular history nor geography. 5. Mr. Wm. Charles Johnson, 30; not trained. Here six years; unpretending and good-tempered. 6. Pains must have been taken with the apprentice, but the school generally is of moderate attainment.

Ham, Kingston, Surrey, Girls'.—1. Over the infant school-room, about 20 feet by 15 feet. Wall-desks; rather scanty in furniture. 2. Fair. 4. Scripture reading fair; writing fair; arithmetic fair. General intelligence moderate. 5. Miss Harriet Dellew; not trained. Here 12 years. Appears interested in her school.

Hawkhurst, Boys'.—1. Boys' room is an unequal half of a long low building; tile floors; parallel desks; moderately furnished. 2. Ordinary. 4. The actual product in reading, writing, and arithmetic was very fair; but, perhaps through nervousness and the novelty of the occasion, the children did not exhibit quite so much intelligence and animation as I hope to see another time. 5. Mr. Thomas Humphreys, 19, St. Mark's; here nine months; good-tempered, unpretending, and desirous to discharge his duties efficiently. 6. The clergyman takes much personal interest in the school, and desires only what is best for it.

Hawkhurst, Girls'.—1. Same as boys. 2. Satisfactory, but a few drill movements might help to impart vivacity to the classes. 4. Reading good; writing and arithmetic fair; but there is the same apparent sloth of intelligence and backwardness in giving answers as in boys, attributable to shyness. 5. Miss Jemima Welby, Canterbury; here seven years. Timid, unpretending, and exceedingly well disposed.

Hastings, St. Mary, Boys'.—1. A sufficient room, but wall-desks, which managers are willing to alter. 2. Good. 4. Reading fair; writing and arithmetic good. 5. Mr. Thomas Barnes, 51; not trained, but kept a private school once. A person of evident integrity, and of much more ability than pretence of it; takes both interest and pains in his school. Selected boys for apprenticeship.

Hastings, St. Mary, Girls'.—1. A very nice, light, well-found school-room; built, I believe, by an excellent lady, the mother of the clergyman, who himself also takes the warmest personal interest in the school. It is assiduously attended to by ladies in the district. Wall-desks, but good of the kind. 2. Good. The girls exceedingly neat and well ordered. 4. Reading good; writing and arithmetic fair. Scripture answers very good; secular knowledge not so copious. 5. Miss Charlotte Lurden; intelligent and industrious, but about to leave. 6. Selected a girl for apprenticeship.

Hastings, All Saints, St. Clements, Boys' and Girls'.—Examined these schools but cursorily, so as to obtain a general impression merely, which was favourable of the boys' school, but less so of the girls'.

Halton, St. Clements, Mixed.—1. These schools were built by Lady Waldegrave, who takes a lively interest in them. They consist of two rooms opening into one. Owing to their popularity they are somewhat over-crowded. They are mixed juvenile and infant schools under a mistress. 2. Good; children clean and orderly: a very interesting tone pervades the school. 4. The infants seem very nicely taught, and everything about the institution enlists one's favourable feeling; but with regard to the children above eight years old, it seemed to me that, under such favourable auspices as are enjoyed here in a liberal patroness and an excellent clergyman, both of whom take great personal interest in the school, both the intelligence and the acquirement of the scholars are capable of more fruitful husbandry. The reading admits of improvement both in fluency and expression; the writing is very moderate; the arithmetic is better. If another school could be built for the upper girls and boys, and a competent trained mistress provided them, the infants up to eight or nine years old would be left in excellent keeping with the present mistress, who is a person of great kindness and the best character.

Stoughton and Racton, Mixed.—1. Attractive building, prettily situated. Two rooms with residence between for either master or mistress; rooms hold 70 each. Infants are in one, and girls in the same during afternoon, when they sew; boys and girls mixed in the other under a master. 2. Good, very neat, orderly, and well conducted. 4. Reading, writing, and arithmetic fair; geography and general knowledge moderate. 5. Mr. John Peacock, 21, Chichester; here four years. Seems of tolerable attainment; going to leave shortly.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
150. Epsom. November 6.—Boys'	63	.	.	.	.	.	.	.	.	.	.	19	22	16	.	.	20	.	12	31	13	.	41	9	.	.	63
151. ,, 6.—Girls	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
152. Norbiton, Kingston. November 7.—Boys'	132	.	.	.	.	.	.	.	.	.	10	11	23	22	.	.	.	.	56	66	23	22	54	36	.	.	120
153. ,, 7.—Girls'	94	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
154. Thames Ditton. November 7.—Boys'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
155. Blackheath, Trinity. November 8.—Boys'	119	.	.	.	.	.	.	.	.	.	16	8	10	19	.	.	.	.	59	37	.	25	34	60	.	.	120
156. ,, 10.—Girls'	88	.	.	.	.	.	.	.	.	.	.	13	13	13	.	.	44	.	32	14	.	19	25	43	.	.	95
157. Woolwich. November 9.—Boys'	218	.	.	.	.	.	.	.	.	.	7	20	20	30	.	.	117	.	60	150	.	60	80	70	.	.	210
158. ,, 9.—Girls'	132	.	.	.	.	.	.	.	.	.	.	9	7	10	.	.	21	.	45	65	.	28	27	87	.	.	134
159. Gravesend. November 13.—Boys'	162	.	.	.	.	.	.	.	.	.	8	23	35	15	.	.	85	.	62	80	.	35	56	80	.	.	160
160. ,, 13.—Girls'	115	.	.	.	.	.	.	.	.	.	.	20	30	50	.	.	26	.	34	80	.	20	41	58	.	.	.
161. Southfleet. November 14.—Boys'	24	.	.	.	.	.	.	.	.	.	.	9	1	9	.	.	10	.	10	10	.	8	8	8	.	.	35
162. ,, 14.—Girls'	56	.	.	.	.	.	.	.	.	.	.	4	12	20	.	.	.	.	26	30	.	18	8	30	.	.	65
163. Northfleet. November 14.—Boys'	80	.	.	.	.	.	.	.	.	.	3	10	7	9	.	.	40	.	30	30	.	16	24	44	.	.	80
164. ,, 14.—Girls'	50	.	.	.	.	.	.	.	.	.	.	7	10	16	.	.	30	.	30	20	.	8	17	25	.	.	50
165. Brighton, St. John. November 15	140	.	.	.	.	.	.	.	.	.	6	25	7	11	.	.	.	10	27	31	20	.	43	50	.	.	140

GENERAL OBSERVATIONS.

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Epsom, Boys'.—1. A good room, 46 feet by 18 feet, and 13 feet high; well warmed, but moderately ventilated. Wall-desks, for which I urged substitution of parallel 2. Good; cheerful and orderly. 3. Monitorial. 4. Reading fair, but with indifferent tone and accent; writing fair; arithmetic good; secular instruction deficient. 5. Mr. Henry Cavill, certificated; active, cheerful, intelligent, and well acquainted with his school. The pains which he takes with visible success in his first class might be more distributed with advantage to the school in general.

Epsom, Girls'.—1. Same size as boys' room. 2. Clean and orderly. 3. Monitorial. 4. Moderate; reading imperfect; subjects of reading very limited, and even Scripture answers display too little intelligence. 5. The mistress is painstaking, and bears a very good moral character.—P.S. *Exceedingly improved since this Report was written.*

Norbiton, Kingston, Boys'.—1. An unusually roomy, well-built school, in good repair, with gallery, but wall desks. It is called the "public school," and is open to all religious denominations, of which there are various members on the committee. 2. Fair; more silent than such large schools commonly are. 3. Monitorial. 4. Reading fair in fluency; accent and expression indifferent; writing good; arithmetic good; general knowledge moderate. More secular reading wanted. 5. Mr. Druett, 45; not trained, but seems to have a considerable turn for teaching; evidently takes pains, and with considerable success.

Norbiton, Girls'.—1. A separate room from boys', under same roof. 2. Good, clean, and orderly. 3. Monitorial. 4. Moderate. 5. Mrs. Dellew, of excellent matronly character.

Thames Ditton, Boys'.—Had been led to expect candidates here. None eligible.

Blackheath, Trinity, Boys'.—1. Excellent buildings in good repair. Loose desks against wall, which might easily be made parallel. 2. Fair. 3. Monitorial. 4. Reading moderate, partly in consequence of numbers of boys and scantiness of books. Writing good. Arithmetic fair. 5. Mr. Clarke, intelligent and painstaking. Might cultivate method and contrivance with advantage. Selected two boys for apprenticeship.

Blackheath, Trinity, Girls'.—1. Same as boys'. 2. Good, neat, orderly and cheerful. 3. Monitorial. 4. Fair, but more secular books would be an advantage. The classes are very duly graduated as respects reading, but the junior classes are not taught letters adroitly. An infant-school much needed. 5. Miss Helen Findlay, Westminster Central, here two years. Intelligent, frank, well-mannered, and likely to exert a favourable influence over the school.

Woolwich, Boys'.—Excellent building, well drained and ventilated. Boys' school on ground-floor. Wall desks. No infant-school, which is a great disadvantage. 2. Fair, but numbers are too great for the room, which is a cause of noise. 3. Monitorial. 4. Reading moderate, writing good, arithmetic fair; the intelligence of the children seems to me not sufficiently cultivated. 5. Mr. John William Lever, 38; not trained, but well instructed, and very painstaking.

Woolwich, Girls'.—1. Room over boys', of good dimensions, warmth, ventilation, and repair. Wall desks. 2. Moderate; peremptory commands and slack obedience. 4 Reading moderate, writing moderate, arithmetic imperfect. 5. Miss Ann Flunder. Has a high character from the rector. 6. A great want of secular reading.

Gravesend, Boys'.—1. Very good spacious room, L shaped, 45 feet by 51, and 16 high; light, warm, airy, and well found. Good raised parallels, upon a gallery, for 90 boys. 2. Indifferent; partly, no doubt, owing to numbers, and small amount of assistance. Talking and copying uncontrolled. 3. A fair specimen of the inefficiency of monitorial method. 4. Reading fair, but of too mechanical a character. Writing fair. Arithmetic defective in accuracy. General knowledge limited to a very few upper boys, who were candidates for apprenticeship. 5. Mr. Thomas Phillips, 35; painstaking, good-tempered, interested in his work, but very much needs assistance in keeping so large a school. 6. Selected two boys for apprenticeship.

Gravesend, Girls'.—1. Over boys', well found in pictures and maps; too near a very noisy street. 2. Orderly, neat, and quiet. 3. Monitorial. 4. Reading fair in first class, very moderate elsewhere. Writing and arithmetic indifferent. General knowledge very scanty, and intelligence but faintly cultivated. 5. Mrs. Jemima Waldron, a highly respectable person, and keeps good order.

Southfleet, Boys'.—1. An old-fashioned little school, boys' room 15 feet square and 15 high. Wall desks. Moderately furnished. 2. Ordinary. 4. Pretty fair reading. Intelligent enough, and arithmetic not amiss, but they want suitable and amusing secular reading. 5. Mr. William Mullender, 81, hale, cheery old gentleman, very good-natured and unreserved about his school; he is also parish clerk; is assisted by his grandson, who, he hopes, will succeed him.

Southfleet, Girls'.—Same as boys', but overcrowded. 2. Fair. 4. Fair. 5. Miss Eliza Haxall, Westminster, here eight years. An infant-scool would be a very desirable relief and assistance to these schools.

Northfleet, Boys'.—1. Room 40 feet by 18, and 12 high. Light, clean, and cheerful. Very insufficient wall desks, one at each end only. Scantily furnished. The fluctuating population is a hindrance both to attendance and funds. There is no infant-school to take off the non-readers. 2. Fair. 3. Monitorial. 4. Instruction very fair, and much better than one would expect from mechanical disadvantages. Great want of secular reading. 5. Mr. William Lord, age 26, here seven years; a person of prepossessing manner and appearance, unassuming and intelligent.

Northfleet, Girls'.—1. Same as boys', exactly. 2. Good. 3. Monitorial. 4. Fair, but total deficiency of secular reading. 5. Mrs. Lord, wife of master. A superior-mannered person, assisted cheerfully (as he also) in examination.

Brighton, St. John.—I visited this school to report with reference to master's certificate. The schools are ample and convenient. Discipline fair. Instruction satisfactory, save that the reading is too rapid and slipshod. The master, Mr. Josiah Anderson, 19, St. Mark's, here sixteen months. Is intelligent, good-tempered, well-informed. Sufficient in resources and vivacity, and likely, with earnestness and simplicity of purpose, to become a valuable teacher. He did not appear to me, however, quite to adapt the matter of his instruction to the humble level of the children's minds and requirements.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
150. Epsom. November 6.—Boys'	63	.	.	.	.	.	.	.	.	.	.	19	22	16	.	.	20	.	12	31	13	.	41	9	.	.	63
151. ,, 6.—Girls	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
152. Norbiton, Kingston. November 7.—Boys'	132	.	.	.	.	.	.	.	.	.	10	11	23	22	.	.	.	.	56	66	23	22	54	36	.	.	120
153. ,, 7.—Girls'	94	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
154. Thames Ditton. November 7.—Boys'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
155. Blackheath, Trinity. November 8.—Boys'	119	.	.	.	.	.	.	.	.	.	16	8	10	19	.	.	.	.	59	37	.	25	34	60	.	.	120
156. ,, 10.—Girls'	88	.	.	.	.	.	.	.	.	.	.	13	13	13	.	.	44	.	32	14	.	19	25	43	.	.	95
157. Woolwich. November 9.—Boys'	218	.	.	.	.	.	.	.	.	.	7	20	20	30	.	.	117	.	60	150	.	60	80	70	.	.	210
158. ,, 9.—Girls'	132	.	.	.	.	.	.	.	.	.	.	9	7	10	.	.	21	.	45	65	.	28	27	67	.	.	134
159. Gravesend. November 13.—Boys'	162	.	.	.	.	.	.	.	.	.	8	23	35	15	.	.	85	.	62	80	.	35	56	80	.	.	160
160. ,, 13.—Girls'	115	.	.	.	.	.	.	.	.	.	.	20	30	50	.	.	26	.	34	80	.	20	41	58	.	.	.
161. Southfleet. November 14.—Boys'	24	.	.	.	.	.	.	.	.	.	.	9	1	9	.	.	10	.	10	10	.	8	8	8	.	.	35
162. ,, 14.—Girls'	56	.	.	.	.	.	.	.	.	.	.	4	12	20	.	.	.	.	26	30	.	18	8	30	.	.	65
163. Northfleet. November 14.—Boys'	80	.	.	.	.	.	.	.	.	.	3	10	7	9	.	.	40	.	30	30	.	16	24	44	.	.	80
164. ,, 14.—Girls'	50	.	.	.	.	.	.	.	.	.	.	7	10	16	.	.	30	.	30	20	.	8	17	25	.	.	50
165. Brighton, St. John. November 15	140	.	.	.	.	.	.	.	.	.	6	25	7	11	.	.	.	10	27	31	20	.	43	50	.	.	140

GENERAL OBSERVATIONS.

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Epsom, Boys'.—1. A good room, 46 feet by 18 feet, and 13 feet high; well warmed, but moderately ventilated. Wall-desks, for which I urged substitution of parallel 2. Good; cheerful and orderly. 3. Monitorial. 4. Reading fair, but with indifferent tone and accent; writing fair; arithmetic good; secular instruction deficient. 5. Mr. Henry Cavill, certificated; active, cheerful, intelligent, and well acquainted with his school. The pains which he takes with visible success in his first class might be more distributed with advantage to the school in general.

Epsom, Girls'.—1. Same size as boys' room. 2. Clean and orderly. 3. Monitorial. 4. Moderate; reading imperfect; subjects of reading very limited, and even Scripture answers display too little intelligence. 5. The mistress is painstaking, and bears a very good moral character.—P.S. *Exceedingly improved since this Report was written.*

Norbiton, Kingston, Boys'.—1. An unusually roomy, well-built school, in good repair, with gallery, but wall desks. It is called the "public school," and is open to all religious denominations, of which there are various members on the committee. 2. Fair; more silent than such large schools commonly are. 3. Monitorial. 4. Reading fair in fluency; accent and expression indifferent; writing good; arithmetic good; general knowledge moderate. More secular reading wanted. 5. Mr. Druett, 45; not trained, but seems to have a considerable turn for teaching; evidently takes pains, and with considerable success.

Norbiton, Girls'.—1. A separate room from boys', under same roof. 2. Good, clean, and orderly. 3. Monitorial. 4. Moderate. 5. Mrs. Dellew, of excellent matronly character.

Thames Ditton, Boys'.—Had been led to expect candidates here. None eligible.

Blackheath, Trinity, Boys'.—1. Excellent buildings in good repair. Loose desks against wall, which might easily be made parallel. 2. Fair. 3. Monitorial. 4. Reading moderate, partly in consequence of numbers of boys and scantiness of books. Writing good. Arithmetic fair. 5. Mr. Clarke, intelligent and painstaking. Might cultivate method and contrivance with advantage. Selected two boys for apprenticeship.

Blackheath, Trinity, Girls'.—1. Same as boys'. 2. Good, neat, orderly and cheerful. 3. Monitorial. 4. Fair, but more secular books would be an advantage. The classes are very duly graduated as respects reading, but the junior classes are not taught letters adroitly. An infant-school much needed. 5. Miss Helen Findlay, Westminster Central, here two years. Intelligent, frank, well-mannered, and likely to exert a favourable influence over the school.

Woolwich, Boys'.—Excellent building, well drained and ventillated. Boys' school on ground-floor. Wall desks. No infant-school, which is a great disadvantage. 2. Fair, but numbers are too great for the room, which is a cause of noise. 3. Monitorial. 4. Reading moderate, writing good, arithmetic fair; the intelligence of the children seems to me not sufficiently cultivated. 5. Mr. John William Lever, 38; not trained, but well instructed, and very painstaking.

Woolwich, Girls'.—1. Room over boys', of good dimensions, warmth, ventilation, and repair. Wall desks. 2. Moderate; peremptory commands and slack obedience. 4 Reading moderate, writing moderate, arithmetic imperfect. 5. Miss Ann Flunder. Has a high character from the rector. 6. A great want of secular reading.

Gravesend, Boys'.—1. Very good spacious room, L shaped, 45 feet by 51, and 16 high; light, warm, airy, and well found. Good raised parallels, upon a gallery, for 90 boys. 2. Indifferent; partly, no doubt, owing to numbers, and small amount of assistance. Talking and copying uncontrolled. 3. A fair specimen of the inefficiency of monitorial method. 4. Reading fair, but of too mechanical a character. Writing fair. Arithmetic defective in accuracy. General knowledge limited to a very few upper boys, who were candidates for apprenticeship. 5. Mr. Thomas Phillips, 35; painstaking, good-tempered, interested in his work, but very much needs assistance in keeping so large a school. 6. Selected two boys for apprenticeship.

Gravesend, Girls'.—1. Over boys', well found in pictures and maps; too near a very noisy street. 2. Orderly, neat, and quiet. 3. Monitorial. 4. Reading fair in first class, very moderate elsewhere. Writing and arithmetic indifferent. General knowledge very scanty, and intelligence but faintly cultivated. 5. Mrs. Jemima Waldron, a highly respectable person, and keeps good order.

Southfleet, Boys'.—1. An old-fashioned little school, boys' room 15 feet square and 15 high. Wall desks. Moderately furnished. 2. Ordinary. 4. Pretty fair reading. Intelligent enough, and arithmetic not amiss, but they want suitable and amusing secular reading. 5. Mr. William Mullender, 81, hale, cheery old gentleman, very good-natured and unreserved about his school; he is also parish clerk; is assisted by his grandson, who, he hopes, will succeed him.

Southfleet, Girls'.—Same as boys', but overcrowded. 2. Fair. 4. Fair. 5. Miss Eliza Haxall, Westminster, here eight years. An infant-scool would be a very desirable relief and assistance to these schools.

Northfleet, Boys'.—1. Room 40 feet by 18, and 12 high. Light, clean, and cheerful. Very insufficient wall desks, one at each end only. Scantily furnished. The fluctuating population is a hindrance both to attendance and funds. There is no infant-school to take off the non-readers. 2. Fair. 3. Monitorial. 4. Instruction very fair, and much better than one would expect from mechanical disadvantages. Great want of secular reading. 5. Mr. William Lord, age 26, here seven years; a person of prepossessing manner and appearance, unassuming and intelligent.

Northfleet, Girls'.—1. Same as boys', exactly. 2. Good. 3. Monitorial. 4. Fair, but total deficiency of secular reading. 5. Mrs. Lord, wife of master. A superior-mannered person, assisted cheerfully (as he also) in examination.

Brighton, St. John.—I visited this school to report with reference to master's certificate. The schools are ample and convenient. Discipline fair. Instruction satisfactory, save that the reading is too rapid and slipshod. The master, Mr. Josiah Anderson, 19, St. Mark's, here sixteen months. Is intelligent, good-tempered, well-informed. Sufficient in resources and vivacity, and likely, with earnestness and simplicity of purpose, to become a valuable teacher. He did not appear to me, however, quite to adapt the matter of his instruction to the humble level of the children's minds and requirements.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning									Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																	Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.		Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
89. Brighton, Central.																											
July 11.—Boys'	230	.	.	.	.	50	138	*	*		3	11	15	53	39	.	.	145	19	92	75	12	58	40	20	.	135	240
90. ,, 11.—Girls'	200	.	.	.	.	.	.	.	.		.	.	19	11	40	.	.	100	.	30	110	.	12	78	110	134	122	200
91. Brighton, Warwick Street.																											
June 13.—Boys'	102	.	.	.	.	.	37	64	64		.	.	24	23	26	.	.	60	.	.	.	.	18	26	58	.	80	104
92. ,, 13.—Girls'	77	.	.	.	.	.	24	24	36		.	3	14	9	20	.	.	42	.	43	34	.	27	33	20	.	.	75
93. Portslade, Sussex.																											
July 14.—Boys' and Girls'	60	.	.	.	.	.	.	.	.		.	.	27	7	16	.	.	40	.	27	33	.	23	19	18	.	.	58
94. Southwick, Sussex.																											
July 14.—Boys'	44	.	.	.	.	.	.	.	.		.	.	11	14	5	.	.	.	.	18	13	.	13	8	23	.	.	56
95. ,, 14.—Girls'	.	.	.	.	.	.	.	.	.		.	.	7	9	6	.	.	.	.	18	12	.	10	16	34	.	.	65
96. Camberwell, Christ Church.																											
July 18.—Boys'	49	.	.	.	.	.	12	16	12		.	18	2	11	.	.	.	.	15	8	.	4	13	12	16	.	.	50
97. ,, 18.—Girls'	75	.	.	.	.	.	25	40	40		.	.	21	8	8	.	.	.	8	12	10	10	7	27	31	.	.	75
98. Morden, Surrey.																											
July 19.—Boys'	31	.	.	.	.	.	12	12	12		.	.	8	8	14	.	.	18	8	8	13	.	8	10	13	.	.	37
99. ,, 19.—Girls'	37	.	.	.	.	.	.	.	.		.	.	9	8	9	.	.	17	9	6	3	2	9	11	15	.	.	37
100. United Society's School, Rotherhithe.																											
July 20.—Boys'	41	.	.	.	.	.	.	18	18		.	4	12	6	.	.	.	.	.	15	5	.	15	21	5	.	.	40
101. Rotherhithe, Christ Church.																											
July 20.—Boys', Girls', and Infants'	93	.	.	.	.	.	.	.	.		.	.	6	7	2	.	.	.	.	13	13	.	8	15	43	.	.	136
102. Brixton Road, Chapel Street.																											
July 21.—Infants'	30	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	13	2	.	.	.	130
103. East Kennington.																											
July 21.—Boys', Girls', and Infants'	129	.	.	.	.	.	.	.	.		.	.	.	5	.	.	.	.	.	6	.	.	.	18	.	.	.	125

* Throughout school proportionately to capacity.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Brighton, Central, Boys'.—1. A large room on first floor, with good class-room. Desks not good at present; but a grant has been made for parallels. 2. Good. 4. Madras; much modified; eleven classes. 4. Good. 5. Mr. C. Daymond, St. Mark's; very well instructed, diligent, and able, and of good personal manner. Has an assistant and several apprentices.

Brighton, Central, Girls'.—1. Over the boys' on second floor. 2. Fair. 3. Monitorial. 4. Moderate; hardly commensurate with opportunities and the importance of the school. 5. Miss Rebecca Stockwell, Westminster; zealous and conscientious. Assisted by Miss Angelina Arthur, and apprentices.

Brighton, Warwick-street, Boys'.—1. A room underneath girls', 49 feet by 24 feet; crowded and indifferently furnished. 2. Ordinary. 4. Moderate. 5. Mr. Alfred Kent, 20, St. Mark's; seems active and intelligent, and with experience will make a useful teacher. 6. Selected a boy for apprenticeship.

Brighton, Warwick-street, Girls'.—1. Over the boys' school, and same size. 2. Very satisfactory. 4. Very correctly and efficiently taught in Scripture, and the ordinary subjects of instruction. 5. Mrs. Susan Martin; very unpretending, of excellent character and moral influence, and highly entitled to commendation. 6. Selected a second girl for apprentice, the one previously indentured doing exceedingly well.

Portslade, Boys' and Girls'.—1. A modern well-built school; well furnished; boys and girls together under a mistress. 2. Good. 3. Monitorial; three classes. 4. Very fair. 5. Mrs. Wingenroth; a very diligent mistress of superior personal character. 6. A night school is held here three times a-week, at which 58 labouring boys attend who have left the day-school.

Southwick, Boys'.—1. Modern built; separated from girls' by folding-doors; wall desks. 2. Fair. 3. Monitorial. 4. Fair. 5. Mr. James Brinton, Westminster, intelligent and painstaking.

Southwick, Girls'.—1. Like the boys. 2. Fair. 4. Moderate. 5. Miss Elizabeth Adams.

Camberwell, Christ Church, Boys'.—An exceedingly good room, with good parallel desks, furniture and apparatus. The discipline and instruction are fair; but the attendance is not so good as might be expected, where so much interest is taken in the schools by the clergyman. 5. Mr. George Mason, 21, Winchester, of fair ability and attainment; but did not seem to co-operate cheerfully in the inspection. 6. Selected a boy for apprenticeship.

Camberwell, Christ Church, Girls'.—1. Rather deficient in space (the school being well attended), but well furnished. 2. Exceedingly clean and orderly; influenced very favourably by the mistress. 4. Good and improving. 5. Mrs. Chandler, intelligent, unpretending, of superior manner, and much interested in her school, which she conducts with highly commendable efficiency. 6. Selected a second girl for apprenticeship, the first doing very well.

Morden, Boys'.—1. A very small room, of quite rural character; indifferently furnished. 2. Fair. 4. Moderate. 5. Mr. James Hook, painstaking, and of unpretending character; assisted by an apprentice.

Morden, Girls'.—The instruction of this school is creditable, but not quite equal to its discipline, which is very satisfactory, the girls presenting a very neat and orderly appearance. 5. Miss Catherine Jack, Whitelands, appears to be conducting the school with commendable diligence and interest.

United Society's School, Rotherhithe, Boys'.—1. An old establishment in the patronage of parochial authorities, with residence for master; school-room upstairs, presenting every symptom of an earlier century. 2. Exceedingly bad. 3. None. 4. Very scanty, indifferent, and entirely mechanical. 5. Mr. Archibald Maclaren, a very courteous old gentleman.

Rotherhithe, Christ Church, Boys', Girls', and Infants'.—These schools have received upwards of 300*l.* from the Privy Council; they are well built, and surely ought to be very useful. But they were closed for twelve months in 1846-7; and are now only kept at work as a speculation of the master's, Mr. Samuel Sharman, who receives nothing but the weekly pence. Instruction very moderate.

Brixton Road Chapel School, Infants'.—1. 45 feet by 25 feet, and 20 feet high. A good airy room. 2. Discipline very good. Clean, orderly, happy looking children. 4. Very well proportioned to their capacities. 5. Miss Ruth Rand; here five years; succeeded her father; seems very fond of her employment, and to succeed in it very well.

East Kennington, Boys', Girls', and Infants'.—A good building, with capital residence (six rooms) at one end, and space left for another. The children are very young, and the school is managed by two young ladies, well instructed, and of kind and unassuming manners. Trained at the Home and Colonial, and competent to schools of a different character; but hardly equal, I should fear, to cope with the unusual difficulties of a charge like this. Great energy and adroitness would be necessary to keep such a school in a state of efficient discipline and instruction.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.										
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
104. Camden Chapel District. July 24.—Boys'	113	.	.	.	12	24	24	24	24	.	.	26	4	15	.	.	50	14	36	40	6	22	46	39	.	.	116
105. Kennington Oval. July 25.—Boys'	180	.	.	.	.	.	32	32	32	.	7	29	49	30	.	.	.	12	75	.	.	41	50	86	.	.	180
106. Blackfriars, Christ Church. July 26.—Boys'	160	.	.	.	.	.	29	.	29	.	.	55	20	41	.	.	50	.	52	11	.	28	32	100	.	.	140
107. ,, 27.—Girls'	71	.	.	.	.	.	.	.	.	.	.	5	4	17	.	.	.	.	5	19	.	10	12	49	.	.	65
108. West Moulsey, Surrey. July 31.—Boys', Girls', and Infants'	45	.	.	.	.	.	.	.	.	.	.	.	.	3	.	.	12	.	.	12	.	8	6	11	.	.	50
109. Walton-on-Thames. July 31.—Boys'	36	.	.	.	.	.	.	.	.	.	6	10	5	8	.	.	20	.	20	16	.	9	21	14	.	.	33
110. ,, 31.—Girls'	42	.	.	.	.	.	.	.	.	.	.	12	.	15	.	.	20	.	10	8	.	11	6	13	.	.	40
111. Long Ditton, Surrey. August 1.—Boys' and Girls'	48	.	.	.	.	.	.	.	.	.	.	21	.	.	.	.	6	.	22	26	.	16	7	25	.	.	50
112. Malden, Surrey. Aug. 1.—Boys', Girls', and Infants'	24	.	.	.	.	.	.	.	.	.	.	2	10	4	.	.	6	.	6	8	.	7	3	14	.	.	26
113. Eastwick, Surrey. August 2.—Boys'	48	.	.	.	.	.	.	.	.	.	.	10	9	6	.	.	.	.	18	16	.	15	10	14	.	.	55
114. ,, 2.—Girls'	40	.	.	.	.	.	.	.	.	.	.	11	16	9	.	.	.	3	7	23	.	9	16	12	.	.	40
115. Leatherhead, Surrey. August 3.—Boys'	54	.	.	.	.	.	7	.	7	.	.	16	12	20	.	.	.	7	21	.	.	7	24	14	.	.	47
116. ,, 3.—Girls'	47	.	.	.	.	.	.	.	.	.	.	20	34	21	.	.	.	.	21	20	.	14	21	12	.	.	40

117. West Malling. August 7.—Boys'	61	.	.	.	.	.	.	.	.	.	.	20	19	16	.	.	27	.	22	24	.	11	17	31	.	.	56
118. ,, 7.—Girls'	46	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	45
119. Boxley. August 8.—Boys' and Girls'	60	.	.	.	.	.	.	.	.	.	.	21	33	26	.	.	.	.	20	.	3	13	18	45	.	.	60

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Camden Chapel District, Boys'.—This school is in a very satisfactory condition, both as to discipline and attainment. Great interest is taken in it by the clergyman, whose plans for its advantage are ably and conscientiously carried out by Mr. Kemp, the master.

Kennington Oval, Boys'.—The discipline of this school is excellent, and the instruction very satisfactory. The reading, as usual in such cases, suffers from the great size of the classes, and the infrequency of a turn to read coming to each boy. Mr. John Hay, the master, is an exceedingly conscientious person, industrious, and successful in his duty, and fond of his scholars. He is ably assisted by his wife, and the school is characterized by a highly commendable spirit.

Blackfriars, Christ Church, Boys'.—1. Well-built schools; the girls' room over the boys'. 2. Fair, but not under such exact discipline as might be desired. 3. Monitorial. 4. Writing and arithmetic fair. Reading, as is usual in large schools, indifferent. Scripture knowledge fair. General knowledge and aptitude *to think* defective. 5. Mr. J. Dawson, 37, Battersea, unpretending, and of fair ability.

Blackfriars, Christ Church, Girls'.—1. Over the boys' room. A very clean, airy room, but thinly scholared. 2. Well enough; 24 girls clothed in the prevailing disfigurement, but clean-looking and orderly. 4. The reading not quite so bad as the writing and arithmetic. 5. Mrs. Kearton, a very respectable person in manner and appearance.

West Moulsey, Boys', Girls', and Infants'.—A mere dame-school, in a room 20 feet by 15 feet, which serves to keep the children out of the street; but they learn, not absolutely nothing, but very little indeed. The mistress, Mrs. Jones, is a very worthy old woman, and told me with a becoming reserve that she was "a good bit more than 60."

Walton-on-Thames, Boys'.—A very fair school of the sort. Reading, writing, and arithmetic ably taught. The master, Mr. Henry Fry, 38, of fair attainment and ability within the range that is professed; a little exertion might entitle this school to an apprentice.

Walton-on-Thames, Girls'.—A neat, orderly school, with cheerful looking children, but of moderate attainments, even in the range of reading, writing, and arithmetic. Needlework is better. The mistress, Miss Sarah Ephick.

Long Ditton, Boys' and Girls'.—A very satisfactory village school, over which a good influence seems to prevail. Perhaps the introduction of a little more secular reading would be an advantage; but Scripture reading, writing, and arithmetic, are very correctly taught by Mrs. Jago, not trained, but a highly respectable and commendable person.

Malden, Boys', Girls', and Infants'.—A very humble and secluded village school. The children, chiefly infants, seem clean and happy. The instruction is perhaps as good as circumstances, and the very tender years of the children allow. There is a lack of mechanical facilities, such as a ball-frame, black-boards, &c. The mistress, Mrs. Mary Look, is a very unpretending person, and seems to fill her office satisfactorily.

Eastwick, Boys'.—This is a Union school for the parishes of Great Bookham, Little Bookham, and Fetcham. The boys' room is separate from the girls'. They have both of them the advantage of being unembarassed by infants, which are for the most part absorbed by the dame-schools of the villages about, and are there taught to read before they come up to this school. The master, Mr. Rought, 55, has been here 28 years, seems a sensible, efficient, and highly respectable man, and in the ordinary routine instructs his scholars very satisfactorily. A very good moral influence seems to preside over both schools.

Eastwick, Girls'.—This is also a pleasing kind of school; but the instruction is such as might be looked for where the excellent moral character and high respectability of the matron (Mrs. Rought, wife of the master) must be taken in compensation for a moderate amount of school accomplishment. One pupil-teacher has been assigned to her.

Leatherhead, Boys'.—Very well-built schools; modern and well found. The reading is fair; the writing and arithmetic good and accurate. There is an efficient infant-school, which takes off the embarrassment of children unable to tell their letters. 5. Mr. Thomas Haynes, 25, unpretending and commendable.

Leatherhead, Girls'.—A very neat, orderly, and generally speaking satisfactory school, with one pupil-teacher. Reading, writing, and arithmetic, are all fair; but unless they did themselves injustice through nervousness, I think that the intelligence and reflection of the children might be more awakened by the mistress with advantage. Mrs. Dennis is the matron; not trained; seven years' here. Painstaking, and of highly commendable moral character. The schools of this parish are greatly indebted to the warm and vigorous interest taken in them by the clergyman.

West Malling, Boys'.—An old-fashioned room of scanty dimensions. Wall desks, and indifferently furnished. The discipline and instruction, however, are decidedly good, all things considered. The master (Mr. Charles Larkings Mills, 20) is intelligent, painstaking, and frank about his school.

West Malling, Girls'.—Assembled during the warm weather in a very ample room (lent to them gratuitously), near the school-room, which is of small dimensions. The appearance of the girls was very neat and respectable, and, as far as I could judge from a very cursory glance at the school, which was all that the more peremptory claims of the boys' school (being a pupil-teacher case) left me time for, the instruction was satisfactory within a humble range.

Boxley, Boys' and Girls.—This is an excellent modern building, and considerable interest and pains are taken in the school. The want of self-possession, which characterises the mistress (an intelligent and painstaking, but very timid young person), communicated itself to the children, and somewhat embarrassed the examination of the school, which may in many respects be very favourably reported of. Selected one girl for apprenticeship, in addition to two already placed here.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning									Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																	Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
120. Maidstone, Trinity.																											
August 9.—Boys'	190	.	.	.	.	.	.	.	.	.	30	43	106	14	.	.	.	19	54	117	18	37	50	76	.	.	189
121. ,, 9.—Girls'	148	.	.	.	.	.	.	.	.	.	17	41	29	19	.	.	.	20	.	.	.	41	29	52	.	.	130
121*a*. Maidstone, All Saints.																											
August 10.—Boys'	150	.	.	.	.	.	18	.	18	.	35	44	22	40	.	.	.	25	54	43	7	21	62	60	.	.	163
122. ,, 10.—Girls'	149	.	.	.	.	.	.	.	.	.	6	39	41	38	.	.	50	28	41	27	.	48	43	26	.	.	145
123. Camberwell, St. George.																											
August 14.—Boys'	105	.	.	.	.	.	.	.	.	.	11	42	18	21	.	.	55	6	37	52	.	16	29	51	.	.	130
124. ,, 14.—Girls'	76	.	.	.	.	.	.	.	.	.	.	20	10	25	.	.	40	.	37	29	.	28	21	21	.	.	100
125. Peckham, N.S.																											
August 21.—Boys'	91	.	.	.	.	27	27	.	27	12	21	11	14	29	.	.	.	24	27	32	17	14	31	29	.	.	90
126. ,, 21.—Girls'	40	.	.	.	.	.	.	.	.	.	.	25	11	6	.	.	.	20	10	10	.	19	13	6	.	.	46
127. Southwark, St. George.																											
August 22.—Boys'	178	.	.	.	.	.	70	.	70	.	33	66	33	87	.	.	.	.	40	78	.	47	73	58	.	.	210
128. ,, 22.—Girls'	110	.	.	.	.	.	25	.	25	.	.	41	10	20	.	.	.	18	12	24	14	35	10	23	.	.	110
129. Ashford, Kent.																											
August 29.—Boys'	55	.	.	.	.	.	.	.	.	.	14	10	.	8	.	.	30	19	12	27	9	11	16	20	.	.	85
130. ,, 29.—Girls'	47	.	.	.	.	.	.	.	.	.	.	.	7	15	.	.	25	3	21	28	12	17	21	6	.	.	64
131. ,, 29.—Infants'	66	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20	.	.	68
132. Buckland, Kent.																											
August 30.—Boys'	16	.	.	.	.	.	.	.	.	.	1	2	.	5	.	.	.	.	6	.	.	4	5	7	.	.	45
133. ,, 30.—Girls'	7	.	.	.	.	.	.	.	.	.	.	.	.	2	.	.	.	.	2	.	.	1	2	4	.	.	22
134. Margaret-at-Cliff, Kent.																											
August 31.—Boys'	.	.	.	.	.	.	.	.	.	.	.	6	12	.	.	.	17	.	23	12	.	15	12	19	.	.	46
135. ,, 31.—Girls'	.	.	.	.	.	.	.	.	.	.	.	.	10	10	4	.	27	.	14	34	.	20	20	8	.	.	48

GENERAL OBSERVATIONS,

1. Organisation. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Maidstone, Trinity, Boys'.—1. Excellent modern building. Boys', girls', and infants' under one roof, in ample separate rooms. 2. Good. 4. Good, except that reading suffers from great size of classes, and is very inarticulate. 5. Mr. E. L. Luce, 27, Westminster, a highly valuable person. 6. Selected additional pupil-teachers.

Maidstone, Trinity, Girls'.—2. Very satisfactory in all respects. 4. Good, both in amount and quality. 5. Miss Harriet Oliff, Westminster; diligent, well-informed, and unassuming. Natural timidity subordinated to good sense and feeling of duty. Evidently under the influence of high principles. Fond of her scholars, and very successful in her school.* I held a collective examination in the Trinity infant school-room, of about 40 apprentices and candidates. This room is admirably suited for such a purpose; and I have to thank all connected with the institution for the facilities which they afforded for the examination.

Maidstone, All Saints, Boys'.—Mechanical character of this school indifferent. The room large but low, confined and badly furnished; offensively contiguous to offices; and can hardly be healthy. It has wall-desks, and other indications of the less modern methods and routine. The instruction is nevertheless conducted with very creditable efficiency by Mr. John Greenleaf, Westminster.

Maidstone, All Saints, Girls'.—A long and tolerably sufficient room at a short distance from the boys', and over the Boys' Bluecoat School. This (the Girls' National) became incorporated with the Girls' Blue Gown School (of which the dress survives on 40 of the girls present) about four years ago. It is now a very tolerably efficient school, and fit for the reception of apprentices.

Camberwell St. George, Boys'.—1. A very rainy day diminished attendance by 30. The room is 45 feet by 30 feet, separated from the girls' by shutters, which can be removed to form one large room. General appearance of the school on entering is that of old-fashioned exclusion of modern accessories. 2. Very defective; talking and dishonest copying incorrigible. 3. Monitorial. The younger classes are taught too individually, by which much time and improvement is sacrificed. 4. Good in writing; fair in arithmetic; moderate in reading. 5. Mr. William Oxley, 34, Westminster, active and obliging, and quick enough in the subjects required.

Camberwell, St. George, Girls'.—The rain brought the attendance 25 below the average. 1. The size of this school is the same as that of the boys'. 2. The very neat appearance and orderly demeanour of the girls contrasted strongly with the boys. 3. The monitorial method is employed, and the classes seemed very justly graduated. 4. The instruction was very satisfactory within the range of Scriptural reading, writing, arithmetic, and sewing; the last very neat, and the whole tone of things indicated that a salutary influence was exercised over the school. 5. Mrs. Martha Phelps, 29, a very suitable person for such a school; brought up to it by the clergyman: she is very unassuming, frank, and active in her assistance of the inspection. 6. More secular reading seems to me desirable.

Peckham, Boys' N.S.—1. A room 29 feet by 26 feet, lighted by skylight; separated from girls' by a garden. 2. Moderate. 4. Reading fair; writing and arithmetic good. 5. Mr. Walter Lynch, 28, Westminster; able, diligent, good-tempered, and well acquainted with the school. 6. Selected boys for apprenticeship.

Peckham, Girls' N.S.—A good room, 29 feet by 26 feet, exactly similar to boys', except that it has wall-desks; separated from boys' by a garden; lighted by skylight. *Both schools very offensive, and constantly so from imperfect drainage.* 2. Good; neat, orderly, and contented-looking girls. 3. Monitorial; four classes. 4. Fair in reading and arithmetic; writing moderate. No girl at present fit for apprenticeship. 5. Mrs. Elizabeth Glover, a very sensible and creditable person.

Southwark, St. George, Boys'.—An excellent room, 60 feet by 30, and 20 feet high. The school has been entirely re-organized since this inspection; I refrain, therefore, from any comments upon its discipline or instruction.

Southwark, St. George, Girls'.—1. A competent room, with parallel desks and class-room; presents a thriving appearance. 2. Good. 4. Fair. 5. Miss Eliza Lockwood, Westminster; good-tempered, intelligent, and of fair attainment; well acquainted with her school. Selected girls for apprenticeship.

Ashford, Kent, Boys'.—1. Excellent room, 60 feet by 20 feet, with parallel desks; but there is a very inconvenient resonance which has hitherto resisted all contrivances, and which multiplies the noise of the school threefold. 2. Good. 4. Fair. 5. Mr. T. H. Vie, Westminster; has been here two years. A very commendable person; painstaking, conscientious, and judicious. Attendance low at present on account of harvest. Selected two boys for apprenticeship.

Ashford, Kent, Girls'.—1. A very good room, 40 feet by 20 feet, but wall-desks. 2. Good; the children look cheerful, and under good control. 4. Fair; but no girl yet quite qualified for apprenticeship. 5. Miss Eliza Fitzgibbon, Westminster; here two years; sensible and efficient.

Ashford, Kent, Infants'.—A remarkably good infant school, managed by Mrs. Vie, wife of the boys' schoolmaster, with great ability and judicious kindness.

Buckland, Kent, Boys'.—Average number 45, reduced at present by harvest. 1. Boys' school separated from girls' by sliding partition. Desks round the wall, but removed a little from it, so that the boys face the master. 2. Ordinary. 4. Very scanty. 5. Mr. John Mutton, 57, married to the girls' mistress: a person of highly respectable character, but inefficient as a schoolmaster.

Buckland, Kent, Girls'.—Boys' school report applied precisely, *mutatis mutandis*, to the girls'.

Margaret-at-Cliff, Boys' and Girls'.—The average attendance here is 45 boys and 48 girls; but being harvest time the school, in consequence of a misunderstanding, was not assembled. The clergyman accompanied me, however, to the school and schoolmistress, and I was enabled to form some kind of estimate of their efficiency. 1. One room, 30 feet by 16 feet; boys and girls separated by partition five feet high. Parallel desks in each division for 25 children. From the copy-books and ciphering which I saw, I should judge the instruction to be of fair village quality. The resident curate takes much interest in the school, and ladies take daily turns to teach. 5. Mrs. Pilcher, widow, a worthy and industrious dame. 6. The school is overflowing as to numbers. I recommended an effort for an infant school.

* It is with deep regret that I have to record the subsequent death of this excellent young person by consumption.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
136. Bermondsey, Grange Walk. September 5.—Girls'	112	.	.	.	.	.	.	.	.	.	.	24	16	30	.	.	21	25	5	30	.	25	37	48	.	.	116
137. Southwark, St. Mary. September 6.—Girls'	152	.	.	.	.	.	.	.	.	.	.	16	13	20	.	.	.	.	35	97	.	48	44	54	.	.	150
138. Clapham, St. James. September 7.—Mixed	51	.	.	.	.	.	.	.	.	.	.	10	14	6	.	.	.	4	18	20	.	.	21	17	.	.	56
139. Kennington, Regency Place. September 8.—Mixed	119	.	.	.	.	.	.	.	.	.	.	8	16	10	.	.	.	.	8	78	5	13	29	62	.	.	130
140. Ham, Kingston, Surrey. October 3.—Boys'	44	.	.	.	.	.	.	.	.	.	.	8	17	9	.	.	.	.	19	15	.	11	20	15	.	.	50
141. ,, 3.—Girls	59	.	.	.	.	.	.	.	.	.	.	16	16	10	.	.	30	.	24	46	.	32	15	13	.	.	50
142. Hawkhurst, Kent. October 4.—Boys'	44	.	.	.	.	.	.	.	.	.	3	14	17	6	.	.	33	14	20	10	7	6	20	11	.	.	66
143. ,, 4.—Girls'	44	.	.	.	.	.	.	.	.	.	.	9	5	.	.	.	22	2	33	10	5	16	21	5	.	.	66
144. Hastings, St. Mary. October 5.—Boys'	80	.	.	.	.	.	.	.	.	.	.	15	16	15	.	.	85	4	23	57	6	14	23	36	.	.	94
145. ,, 5.—Girls'	64	.	.	.	.	.	.	.	.	.	.	7	7	7	.	.	25	6	15	26	6	16	10	28	.	.	80
146. Hastings, All Saints, St. Clement's. October 6.—Boys'	130	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	135
147. ,, 6.—Girls'	100	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	85
148. Halton, St. Clement's, Hastings. October 6.—Mixed	140	.	.	.	.	.	.	.	.	.	5	20	19	18	.	.	190	5	28	18	.	24	15	90	.	.	190
149. Stoughton and Racton, Sussex. October 7.—Mixed	62	.	.	.	.	.	.	.	.	.	.	14	11	5	.	.	22	.	25	15	.	.	16	10	.	.	70

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Bermondsey, Grange Walk, Girls'.—1. A plain, good, airy room, 45 feet by 25 feet, and 15 feet high, in a somewhat squalid, noisy neighbourhood. Good rooms overhead for mistress's residence. Wall-desks. Not much furnished with the outward indications of a comprehensive range of instruction. 2. Ordinary; 30 of the girls in brown stuff frocks and blue check pinafores—a charity dress made in the school; not pretty, but certainly much less disfiguring than the more prevalent charity uniforms. 3. Monitorial; six classes. 4. Reading fair; writing and spelling moderate; arithmetic fair. The whole of every afternoon is necessarily spent in needlework, of which a great deal is required by the Parochial Committee. 5. Miss Ann Elizabeth Monday, at Westminster 10 years as organizing mistress; here two years; of fair ability; assisted frankly in the examination; hampered by a somewhat disproportionate amount of needlework being exacted from the school; seems to exercise a fair moral influence; well spoken of by the clergyman. 6. More secular reading wanted.

Southwark, St. Mary, Girls'.—1. This room (with class-room) forms part of a good building, but which is too small for the numbers. 2. Satisfactory. 3. Monitorial. 4. Average. 5. Miss Anna Cormick, Cheltenham; here 2½ years; painstaking, and of respectable ability. 6. Deficiency of books both in variety and perfectness of copies.

Clapham, St. James', Mixed.—1. About 30 feet by 18 feet; a neat little room, used at times for Divine service. Wall-desks; but greater mechanical facilities seem hardly necessary at present, the children being young and not numerous. Boys go to parochial school. 2. Good; clean, orderly, and cheerful. 3. Monitorial. 4. Reading, writing, arithmetic and Scriptural instruction all respectable; and there are two or three children about 12 years old that seem both in character and acquirement likely for apprentices if trained with a view to it. 5. Mrs. Mary Anne Whitaker, widow; of kind, active, and matronly manner; seems to be doing her duty very creditably.

Kennington, Regency Place, Mixed.—1. About 35 feet by 20 feet; residence attached: it is a mixed juvenile and infant school, with a gallery and parallel desks, but scarcely room enough. 2. Drilling good. 3. Monitorial. 4. Perhaps as respectable as the inevitable embarrassments of a school of such mixed character and design admits. 5. Mr. Henry Harding, 34; Home and Colonial; assisted by his wife; intelligent, and takes an interest in his work.

Ham, Kingston, Surrey, Boys'.—1. Half-a-mile distant from girls'. Room 23 feet by 20½, and 14 feet high; wall-desks. 2. Admits of improvement; copying too indulgently treated. 4. Reading (almost exclusively Scriptural) fair; writing moderate; arithmetic moderate; no secular history nor geography. 5. Mr. Wm. Charles Johnson, 30; not trained. Here six years; unpretending and good-tempered. 6. Pains must have been taken with the apprentice, but the school generally is of moderate attainment.

Ham, Kingston, Surrey, Girls'.—1. Over the infant school-room, about 20 feet by 15 feet. Wall-desks; rather scanty in furniture. 2. Fair. 4. Scripture reading fair; writing fair; arithmetic fair. General intelligence moderate. 5. Miss Harriet Dellew; not trained. Here 12 years. Appears interested in her school.

Hawkhurst, Boys'.—1. Boys' room is an unequal half of a long low building; tile floors; parallel desks; moderately furnished. 2. Ordinary. 4. The actual product in reading, writing, and arithmetic was very fair; but, perhaps through nervousness and the novelty of the occasion, the children did not exhibit quite so much intelligence and animation as I hope to see another time. 5. Mr. Thomas Humphreys, 19, St. Mark's; here nine months; good-tempered, unpretending, and desirous to discharge his duties efficiently. 6. The clergyman takes much personal interest in the school, and desires only what is best for it.

Hawkhurst, Girls'.—1. Same as boys. 2. Satisfactory, but a few drill movements might help to impart vivacity to the classes. 4. Reading good; writing and arithmetic fair; but there is the same apparent sloth of intelligence and backwardness in giving answers as in boys, attributable to shyness. 5. Miss Jemima Welby, Canterbury; here seven years. Timid, unpretending, and exceedingly well disposed.

Hastings, St. Mary, Boys'.—1. A sufficient room, but wall-desks, which managers are willing to alter. 2. Good. 4. Reading fair; writing and arithmetic good. 5. Mr. Thomas Barnes, 51; not trained, but kept a private school once. A person of evident integrity, and of much more ability than pretence of it; takes both interest and pains in his school. Selected boys for apprenticeship.

Hastings, St. Mary, Girls'.—1. A very nice, light, well-found school-room; built, I believe, by an excellent lady, the mother of the clergyman, who himself also takes the warmest personal interest in the school. It is assiduously attended to by ladies in the district. Wall-desks, but good of the kind. 2. Good. The girls exceedingly neat and well ordered. 4. Reading good; writing and arithmetic fair. Scripture answers very good; secular knowledge not so copious. 5. Miss Charlotte Larden; intelligent and industrious, but about to leave. 6. Selected a girl for apprenticeship.

Hastings, All Saints, St. Clements, Boys' and Girls'.—Examined these schools but cursorily, so as to obtain a general impression merely, which was favourable of the boys' school, but less so of the girls'.

Halton, St. Clements, Mixed.—1. These schools were built by Lady Waldegrave, who takes a lively interest in them. They consist of two rooms opening into one. Owing to their popularity they are somewhat over-crowded. They are mixed juvenile and infant schools under a mistress. 2. Good; children clean and orderly: a very interesting tone pervades the school. 4. The infants seem very nicely taught, and everything about the institution enlists one's favourable feeling; but with regard to the children above eight years old, it seemed to me that, under such favourable auspices as are enjoyed here in a liberal patroness and an excellent clergyman, both of whom take great personal interest in the school, both the intelligence and the acquirement of the scholars are capable of more fruitful husbandry. The reading admits of improvement both in fluency and expression; the writing is very moderate; the arithmetic is better. If another school could be built for the upper girls and boys, and a competent trained mistress provided them, the infants up to eight or nine years old would be left in excellent keeping with the present mistress, who is a person of great kindness and the best character.

Stoughton and Racton, Mixed.—1. Attractive building, prettily situated. Two rooms with residence between for either master or mistress; rooms hold 70 each. Infants are in one, and girls in the same during afternoon, when they sew; boys and girls mixed in the other under a master. 2. Good, very neat, orderly, and well conducted. 4. Reading, writing, and arithmetic fair; geography and general knowledge moderate. 5. Mr. John Peacock, 21, Chichester; here four years. Seems of tolerable attainment; going to leave shortly.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning									Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																	Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.		Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
150. Epsom.																											
November 6.—Boys'	63	.	.	.	.	.	.	.	.		.	.	19	22	16	.	.	20	.	12	31	13	.	41	9	.	.	63
151. ,, 6.—Girls	60	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
152. Norbiton, Kingston.																											
November 7.—Boys'	132	.	.	.	.	.	.	.	.		.	10	11	23	22	.	.	.	.	56	66	23	22	54	36	.	.	120
153. ,, 7.—Girls'	94	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
154. Thames Ditton.																											
November 7.—Boys'	60	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
155. Blackheath, Trinity.																											
November 8.—Boys'	119	.	.	.	.	.	.	.	.		.	16	8	10	19	.	.	.	.	59	37	.	25	34	60	.	.	120
156. ,, 10.—Girls'	88	.	.	.	.	.	.	.	.		.	.	13	13	13	.	.	44	.	32	14	.	19	25	43	.	.	95
157. Woolwich.																											
November 9.—Boys'	218	.	.	.	.	.	.	.	.		.	7	20	20	30	.	.	117	.	60	150	.	60	80	70	.	.	210
158. ,, 9.—Girls'	132	.	.	.	.	.	.	.	.		.	.	9	7	10	.	.	21	.	45	65	.	28	27	87	.	.	134
159. Gravesend.																											
November 13.—Boys'	162	.	.	.	.	.	.	.	.		.	8	23	35	15	.	.	85	.	62	80	.	35	56	60	.	.	160
160. ,, 13.—Girls'	115	.	.	.	.	.	.	.	.		.	.	20	30	50	.	.	26	.	34	80	.	20	41	58	.	.	.
161. Southfleet.																											
November 14.—Boys'	24	.	.	.	.	.	.	.	.		.	.	9	1	9	.	.	10	.	10	10	.	8	8	8	.	.	35
162. ,, 14.—Girls'	56	.	.	.	.	.	.	.	.		.	.	4	12	20	.	.	.	.	26	30	.	18	8	30	.	.	65
163. Northfleet.																											
November 14.—Boys'	80	.	.	.	.	.	.	.	.		.	3	10	7	9	.	.	40	.	30	30	.	16	24	44	.	.	80
164. ,, 14.—Girls'	50	.	.	.	.	.	.	.	.		.	.	7	10	16	.	.	30	.	30	20	.	8	17	25	.	.	50
165. Brighton, St. John.																											
November 15	140	.	.	.	.	.	.	.	.		.	6	25	7	11	.	.	.	10	27	31	20	.	43	50	.	.	140

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Epsom, Boys'.—1. A good room, 46 feet by 18 feet, and 13 feet high; well warmed, but moderately ventilated. Wall-desks, for which I urged substitution of parallel 2. Good; cheerful and orderly. 3. Monitorial. 4. Reading fair, but with indifferent tone and accent; writing fair; arithmetic good; secular instruction deficient. 5. Mr. Henry Cavill, certificated; active, cheerful, intelligent, and well acquainted with his school. The pains which he takes with visible success in his first class might be more distributed with advantage to the school in general.

Epsom, Girls'.—1. Same size as boys' room. 2. Clean and orderly. 3. Monitorial. 4. Moderate; reading imperfect; subjects of reading very limited, and even Scripture answers display too little intelligence. 5. The mistress is painstaking, and bears a very good moral character.—P.S. *Exceedingly improved since this Report was written.*

Norbiton, Kingston, Boys'.—1. An unusually roomy, well-built school, in good repair, with gallery, but wall desks. It is called the "public school," and is open to all religious denominations, of which there are various members on the committee. 2. Fair; more silent than such large schools commonly are. 3. Monitorial. 4. Reading fair in fluency; accent and expression indifferent; writing good; arithmetic good; general knowledge moderate. More secular reading wanted. 5. Mr. Druett, 45; not trained, but seems to have a considerable turn for teaching; evidently takes pains, and with considerable success.

Norbiton, Girls'.—1. A separate room from boys', under same roof. 2. Good, clean, and orderly. 3. Monitorial. 4. Moderate. 5. Mrs. Dellew, of excellent matronly character.

Thames Ditton, Boys'.—Had been led to expect candidates here. None eligible.

Blackheath, Trinity, Boys'.—1. Excellent buildings in good repair. Loose desks against wall, which might easily be made parallel. 2. Fair. 3. Monitorial. 4. Reading moderate, partly in consequence of numbers of boys and scantiness of books. Writing good. Arithmetic fair. 5. Mr. Clarke, intelligent and painstaking. Might cultivate method and contrivance with advantage. Selected two boys for apprenticeship.

Blackheath, Trinity, Girls'.—1. Same as boys'. 2. Good, neat, orderly and cheerful. 3. Monitorial. 4. Fair, but more secular books would be an advantage. The classes are very duly graduated as respects reading, but the junior classes are not taught letters adroitly. An infant-school much needed. 5. Miss Helen Findlay, Westminster Central, here two years. Intelligent, frank, well-mannered, and likely to exert a favourable influence over the school.

Woolwich, Boys'.—Excellent building, well drained and ventillated. Boys' school on ground-floor. Wall desks. No infant-school, which is a great disadvantage. 2. Fair, but numbers are too great for the room, which is a cause of noise. 3. Monitorial. 4. Reading moderate, writing good, arithmetic fair; the intelligence of the children seems to me not sufficiently cultivated. 5. Mr. John William Lever, 38; not trained, but well instructed, and very painstaking.

Woolwich, Girls'.—1. Room over boys', of good dimensions, warmth, ventilation, and repair. Wall desks. 2. Moderate; peremptory commands and slack obedience. 4 Reading moderate, writing moderate, arithmetic imperfect. 5. Miss Ann Flunder. Has a high character from the rector. 6. A great want of secular reading.

Gravesend, Boys'.—1. Very good spacious room, [shaped, 45 feet by 51, and 16 high; light, warm, airy, and well found. Good raised parallels, upon a gallery, for 90 boys. 2. Indifferent; partly, no doubt, owing to numbers, and small amount of assistance. Talking and copying uncontrolled. 3. A fair specimen of the inefficiency of monitorial method. 4. Reading fair, but of too mechanical a character. Writing fair. Arithmetic defective in accuracy. General knowledge limited to a very few upper boys, who were candidates for apprenticeship. 5. Mr. Thomas Phillips, 35; painstaking, good-tempered, interested in his work, but very much needs assistance in keeping so large a school. 6. Selected two boys for apprenticeship.

Gravesend, Girls'.—1. Over boys', well found in pictures and maps; too near a very noisy street. 2. Orderly, neat, and quiet. 3. Monitorial. 4. Reading fair in first class, very moderate elsewhere. Writing and arithmetic indifferent. General knowledge very scanty, and intelligence but faintly cultivated. 5. Mrs. Jemima Waldron, a highly respectable person, and keeps good order.

Southfleet, Boys'.—1. An old-fashioned little school, boys' room 15 feet square and 15 high. Wall desks. Moderately furnished. 2. Ordinary. 4. Pretty fair reading. Intelligent enough, and arithmetic not amiss, but they want suitable and amusing secular reading. 5. Mr. William Mullender, 81, hale, cheery old gentleman, very good-natured and unreserved about his school; he is also parish clerk; is assisted by his grandson, who, he hopes, will succeed him.

Southfleet, Girls'.—Same as boys', but overcrowded. 2. Fair. 4. Fair. 5. Miss Eliza Haxall, Westminster, here eight years. An infant-scool would be a very desirable relief and assistance to these schools.

Northfleet, Boys'.—1. Room 40 feet by 18, and 12 high. Light, clean, and cheerful. Very insufficient wall desks, one at each end only. Scantily furnished. The fluctuating population is a hindrance both to attendance and funds. There is no infant-school to take off the non-readers. 2. Fair. 3. Monitorial. 4. Instruction very fair, and much better than one would expect from mechanical disadvantages. Great want of secular reading. 5. Mr. William Lord, age 26, here seven years; a person of prepossessing manner and appearance, unassuming and intelligent.

Northfleet, Girls'.—1. Same as boys', exactly. 2. Good. 3. Monitorial. 4. Fair, but total deficiency of secular reading. 5. Mrs. Lord, wife of master. A superior-mannered person, assisted cheerfully (as he also) in examination.

Brighton, St. John.—I visited this school to report with reference to master's certificate. The schools are ample and convenient. Discipline fair. Instruction satisfactory, save that the reading is too rapid and slipshod. The master, Mr. Josiah Anderson, 19, St. Mark's, here sixteen months. Is intelligent, good-tempered, well-informed. Sufficient in resources and vivacity, and likely, with earnestness and simplicity of purpose, to become a valuable teacher. He did not appear to me, however, quite to adapt the matter of his instruction to the humble level of the children's minds and requirements.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION. 1848.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Children who have left within the last 12 months.	Children admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
166. Westbourne, Sussex. November 16.—Diocesan and Boys'.	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20
167. Emsworth, Hants. November 16.—Infants'	61	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	61	.	.	65
168. Hove, Sussex. November 17.—Boys'	90	.	.	.	.	.	.	.	.	.	.	8	31	18	.	.	28	.	28	62	.	15	48	22	.	.	90
169. ,, 17.—Girls'	78	.	.	.	.	.	.	.	.	.	.	25	.	29	.	.	.	.	25	46	.	10	22	24	.	.	75
170. Withyham, St. John's, Sussex. November 20.—Boys'	42	.	.	.	.	.	.	.	.	.	.	15	.	10	.	.	6	.	6	17	.	6	17	14	.	.	33
,, 20.—Girls'	29	.	.	.	.	.	.	.	.	.	.	.	9	9	.	.	8	.	8	19	.	9	19	3	.	.	26
171. Withyham, St. Michael's. November 21	65	.	.	.	.	.	.	.	.	.	.	10	10	20	.	.	.	.	35	12	.	14	28	23	.	.	65
172. Woodchurch, Kent. November 21.—Boys'	58	.	.	.	.	.	.	.	.	.	3	3	12	12	.	.	.	10	28	14	.	18	30	6	.	.	50
173. ,, 21.—Girls'	73	.	.	.	.	.	.	.	.	.	.	6	13	6	.	.	10	.	19	40	.	15	16	44	.	.	60
174. Ramsgate, St. George's. November 22.—Boys'	126	.	.	.	.	.	.	.	.	.	16	38	16	36	.	.	48	16	70	55	20	30	40	30	.	.	120
175. ,, 22.—Girls'	90	.	.	.	.	.	.	.	.	.	.	12	30	40	.	.	50	.	38	37	.	26	32	32	.	.	90
176. Richmond. November 27.—Boys'	243	.	.	.	.	.	80	45	70	.	70	100	30	60	.	.	150	.	120	120	80	40	111	9	.	.	265
177. ,, 27.—Girls'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	62
178. Guildford. November 28.—Boys'	123	.	.	.	.	.	.	.	.	.	.	37	70	27	.	.	.	47	40	80	.	37	25	65	.	.	120
179. ,, 28.—Girls'	111	.	.	.	.	.	.	.	.	.	.	10	21	1	.	.	30	.	65	40	.	47	31	34	.	.	100

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Westbourne, Diocesan and Boys'.—A case of certificate of merit, to be reported on for augmentation of salary. This is a club school, to which twenty farmers subscribe 5*l.* a-piece, and send only their own sons or nominees. As no poor boys are admissible under the present constitution of the school, and its numbers limited to twenty, it has been decided, since this inspection, to be quite out of the pale of the Minutes of Council. I recorded on the certificate of the master—"Mr. E. Glass appears to me to conduct his school with zeal, good temper, ability, fidelity and vigour, and with very fair success."

Emsworth, Infants'.—Visited with reference to apprenticeship, but the only candidate was under-qualified. The school seems a very good one of the kind, and an apprentice planted here would be an advantage; and perhaps might awaken, not unneeded, the emulation and activity of the National Schools hard by.

Hove, Boys'.—1. A room of scarcely sufficient size for the numbers in attendance. Wall desks. Moderately furnished. 2. Ordinary. 3. Monitorial, five classes. 4. Writing and arithmetic, fair. Reading, indifferent. General intelligence very moderate. No secular reading whatever. 5. Mr. Parsons, a very worthy, upright man. A considerable degree of vivacity and educational skill, as well as of personal attainment, would be needful to do justice to so large and important a school.

Hove, Girls.'—1. A light airy room, over the boys'. Moderately furnished. 2. Discipline very fair. The girls appear tidy and well-behaved; are a little too timid. 3. Monitorial, five classes. 4. Fair in routine things. 5. Miss Maria Randal. Here twelve years, not trained. Suffers, unhappily, from indifferent health.

Withyham, St. John's, Girls'.—1. Very well built picturesque schools, with residence, in a district of Withyham parish. Mixed. Under a master, whose wife looks after the needlework, &c. Room 44 feet by 16, and 20 high. 2. Good. 4. General attainment moderate. Arithmetic pretty fair. 5. Mr. Martin, about 45. Good-tempered, painstaking, and very trustworthy. 6. A remote, secluded, rural school like this must not be measured rigourously by its positive attainment, but must be regarded as a focus for the reception and outgoing of moral influences which, under the truly pastoral assiduities of the clergy of this parish, are likely to be of an invaluable character.

Withyham, St. Michael's.—A mixed school, under Mr. Thomas Rickart, 22, St. Mark's, assisted by his sister. The discipline of the school would suffer nothing by the cultivation of a little more frank confidingness and self-possession in the children, whose almost morbid shyness much embarrassed the examination. The instruction seemed to be proceeding satisfactorily, and I should augur well, from what I saw of Mr. Rickart's qualifications, of the prospects of his school.

Woodchurch, Boys'.—Discipline and instruction fair. Mr. George Mannering, the master, appears interested in his charge. The clergyman's zealous efforts for these schools are not quite adequately seconded by the liberality of the neighbourhood.

Woodchurch, Girls'.—1. A well-built room, but too small for the number of children, and indifferently furnished, for which scanty funds are answerable. Girls' and infants' mixed, under a mistress. 2. Very satisfactory. 4. Fair. Secular reading scanty. 5. Miss Elizabeth Ransom, Whitelands. Wrote on her certificate—"This school is more remarkable for moral tone and good order, than for intellectual proficiency. The mistress is unpretending, frank, obliging, and well acquainted with her school. She has to contend with some mechanical embarrassments, which, with the zealous co-operation of the clergyman, seem likely to diminish."

Ramsgate, St. George's, Boys'.—1. Excellent buildings, of ample size, with class-rooms. Parallel desks on gallery. Sufficient furniture. Residence. Play-ground in open air and under cover. 2. Very good. 4. Good, excepting that reading suffers somewhat from the large numbers in each class, and consequent infrequency of turns to read. 5. Mr. Gloucester Smith, 20; Westminster. Of great intelligence and good address. Improving himself, and interested in his occupation. Promises to be a very valuable teacher. Selected two boys for apprenticeship.

Ramsgate, St. George's, Girls'.—1. Similar to boys', and under same roof. 2. Fair. 3. Monitorial. 4. Intelligence of the children insufficiently awakened, and their acquirements scanty. Reading-books exclusively religious, and not well adapted to the capacities of the scholars. 5. Miss Anna Maria Gamble; Westminster. Of very respectable moral qualifications.

Richmond, Boys'.—1. Well-built school, but much too small for the numbers. Boys' room darkish, very crowded. Parallel desks for 130. Apparatus not abundant. 2. Excellent, if such unusual silence and precision is not purchased by too severe restraint. 3. Monitorial. 4. Writing and arithmetic, good. Reading, moderate. 5. Mr. Isaac Pugh, 46; trained by Dr. Bell, at Baldwin's Gardens. Able and assiduous, frank in his assistance of the inspection.

Richmond, Girls'.—1. Over boys' room, light and roomy, with ample spare room used only as a porch for bonnets, &c. 2. Ordinary, about thirty in the ordinary disfiguring charity dress. 3. Monitorial. 4. Very moderate. 5. Mrs. Ann Yates, widow, here 30 years.

Guildford, Boys.'—1. Boys' room 37 feet by 25. Light. Brick floor, wall desks. Somewhat scantily furnished. 2. Moderate. More commanding than obedience. 3. Monitorial. 4. Moderate, excepting six senior boys, who answered with intelligence. 5. Mr. John Brion, 30; Westminster. Here nine months. Painstaking and of fair ability, but a little confused by having too much in hand, and no assistance. 6. An offensive piggery close by taints the air in the boys' school.

Guildford, Girls'.—1. Twenty-five feet by twenty-five, and fourteen high. Boarded floor, light and well ventilated. 2. Good. Girls very neat and orderly. 3. Monitorial. 4. Moderate. Reading sufficiently fluent and pleasantly accented, but deficient in intelligence. Needlework industriously cultivated. Great attention has been paid to Scripture texts, of which a great number are recited with simultaneous accuracy. 5. Mrs. Charlotte Pierce, not trained, here fifteen years. Of good manner, and assiduous in her school.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

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																Paper.		Slates.								
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
180. West Clandon, Surrey. November 28	44	.	.	.	.	.	.	.	.	.	.	4	11	7	.	.	28	.	18	22	.	12	20	8	.	.	40
181. Wonersh, Surrey. November 29.—Boys'	41	.	.	.	.	30	.	4	21	.	.	4	.	17	.	.	.	.	21	14	.	12	8	21	.	.	30
182. ,, 29.—Girls'	40	.	.	.	.	.	.	.	.	.	.	9	.	5	.	.	18	.	24	6	.	24	6	10	.	.	35
183. Cranley, Surrey. November 29.—Mixed	57	.	.	.	.	.	.	.	.	.	.	10	2	25	.	.	.	.	12	45	.	5	24	28	.	.	55
184. Godalming, Surrey. November 30.—Boys'	60	.	.	.	.	.	.	.	.	.	.	16	19	18	.	.	.	.	40	20	.	20	20	20	.	.	66
185. ,, 30.—Girls'	92	.	.	.	.	.	.	25	25	.	.	3	40	20	.	.	30	.	40	48	.	20	40	32	.	.	90
186. ,, 30.—Infants'	100	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	120
187. Reading, St. Giles. December 1.—Boys'	145	.	.	.	.	.	.	.	.	.	.	40	52	70	.	.	30	.	60	85	.	40	52	70	.	.	140
188. ,, 1.—Girls'	99	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	115
189. Beddington, Surrey. December 4.—Boys'	62	.	.	.	.	52	13	13	13	.	13	15	11	23	.	.	52	.	52	21	20	20	10	11	.	.	65
190. ,, 4.—Girls'	50	.	.	.	.	40	12	22	22	.	.	12	12	10	.	.	41	.	41	18	10	10	21	9	.	.	42
191. Stockcross, Berkshire. December 5.—Boys'	81	.	.	.	.	12	18	18	18	.	.	18	15	.	.	.	33	.	33	31	.	18	30	34	.	.	80
192. Ramsbury. December 6.	76	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	75
193. Kennington Oval. December 8.—Girls'	117	.	.	.	.	.	.	.	.	.	.	.	.	47	.	.	.	.	.	81	.	25	22	34	.	.	116

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

West Clandon.—A satisfactory little rural school. Children orderly, cheerful, and intelligent-looking. Master active, intelligent, good-tempered. A larger proportion of good doing here than in many more showy schools.

Wonersh, Boys'.—1. Well-built school. Boys' room 32 feet by 16, and 12 high, board floor, well drained; a little brook hard by carries off all impurity. Light and well ventilated. Wall desks, good of the kind; might easily be made parallel, which was agreed to. 2. Fair. 3. Partially monitorial. 4. Reading good, writing fair, arithmetic moderate. More secular reading for the lower classes would, I think, be an advantage. 5. Mr. William Virgo, 29; Brighton Central; here one year and a-half; intelligent and painstaking.

Wonersh, Girls.'—1. Similar to boys', with residence for mistress. 2. Good. 3. Monitorial. 4. Reading (exclusively Scripture) fluent and correct, but admits of improvement in expression. Writing good, arithmetic fair. 5. Mrs. Rhoda Poleing, a highly respectable and matronly person. A strict disciplinarian, attached to precedent. 6. I do not think that the intelligence of the children would suffer from a little judiciously-selected secular reading.

Cranley, Mixed.—1. This school is handsome and well built, with residence. One good room for boys and girls, mixed; 52 feet by 16 feet and 12 feet; wall desks, but good ones built since January, but on plans approved before parallel desks were much thought of. 5. Mr. Thomas Veny, 20, St. Mark's; here eight months. Wrote on his certificate—"This school exhibits at present but moderate indications of being conducted with that energy, method, discipline, and spirit of adaptation, which the amiable character and undoubted personal attainment of the master would have made it a pleasing duty to record."

Godalming, Boys'.—1. Very ample schools, not recently or picturesquely built, but roomy, light, and airy; moderately furnished; wall desks; funds scanty; ceiling should be underdrawn because of noise overhead. 2. Fair. 4. Reading and writing fair; arithmetic good; Scripture well attended to. 5. Mr. James Osborne, 28, Chichester; here three months; unpretending, and of fair ability. 6. Books and apparatus much wanted. These schools need, and very much deserve, encouragement; the clergyman is zealous for them; and pecuniary resources are insufficient. Selected boys for apprenticeship.

Godalming, Girls'.—1. A very ample room over boys', with a large class-room to spare; wall desks. 2. Good. 4. Fair. 5. Miss Lavinia Louisa Burton, Westminster; has been here only two days; seems very promising. Selected two girls for apprenticeship.

Godalming, Infants'.—A remarkably clean, quiet, and efficient infant-school.

Reading, St. Giles', Boys'.—1. Square room with skylight, 35 feet by 35 feet, and 18 feet high; moderately furnished; wall desks; funds low. 2. Fair. 3. Monitorial. 4. Reading moderate; writing and arithmetic fair. 5. Mr. Samuel Gwilliam, 28, Westminster; seems active and intelligent. 6. No candidates for apprenticeship at present qualified; but there might be in three months.

Reading, St. Giles'.—5. Miss Maria Burt. In all other respects the above report of boys' school applies exactly to the girls'.

Beddington, Boys'.—1. These are well-built, picturesque, brick buildings, comprising boys' and girls' school, with two residences. There is an infant school a quarter of a mile off. Each school-room 30 feet by 20 feet, and 15 feet high; tolerably furnished. 2. Of ordinary character. 4. Writing and arithmetic good, and reading not deficient in fluency; but a bad habit of indistinct articulation has attached itself. 5. Mr. Henry Price, 46; has had considerable experience in keeping school; an upright, unassuming, and industrious person. Selected a second candidate for apprenticeship.

Beddington, Girls'.—1. Same as boys' room. 2. Remarkably clean and cheerful looking girls, and in nice order. 4. Hardly equal to what the pains which I know to be taken with them would have led me to expect. It appeared to me that they needed somewhat more of vivacious oral instruction after their reading, and about it. Their needlework I understood to be good. 5. Miss Elizabeth Cannon; Home and Colonial; has been here five years, and appears to be deservedly esteemed. She seems intelligent and painstaking, and with a little more method would bring the attainment of the school more upon a par with its pleasing moral tone. The apprentice seems to be doing well.

Stockcross, Boys'.—1. Good large buildings, not pretty, but of ample size. Boys' room 60 feet by 25 feet, and 20 feet high; brick floor; well drained; ventilated only by the windows; wall desks; not quite adequately furnished with apparatus, easels, ball-frames, &c. There is no infant school. 2. Excellent. Silent and orderly; drill good. 3. Monitorial; six classes. 4. Reading fair; writing excellent; arithmetic moderate; geography fair; music fair; Scripture seems well attended to. A little secular reading of an interesting kind might be introduced with advantage. 5. Mr. James Freeman, 36; wrote on his certificate as follows: "Mr. James Freeman seems intelligent and candid, and to conduct his school with patience, self-possession, discipline, and kindness, and with fair success." These schools seem likely to improve under the vigorous interest taken in them by the clergyman.

Ramsbury.—1. Two rooms on ground-floor in a house of ancient structure; apparatus scanty. Well warmed, but rather close. A little infant school up-stairs, under a monitor, visited every now and then by mistress of the school below. 2. Good; clear, neat, and orderly. 3. Monitorial; five classes (fourth and fifth, being infants, up-stairs). 4. No secular instruction. Scripture read with tolerable facility, but with unawakened intelligence. Writing and arithmetic very moderate. 5. Miss Matilda Mary Ward, Westminster; here six months.

Kennington Oval, Girls'.—1. Fifty-six feet by 25, and 15 feet high, with good residence attached; board floor; well drained and ventilated; wall desks. 2. Moderate; but the number is too great for one teacher unassisted, nor is the mistress at present quite authentically established in her place, her appointment never having been confirmed by the Committee. This hinders the sense of authority necessary to the adoption of suitable measures of discipline. 4. The instruction, like the discipline, suffers from the temporary circumstances of unsettledness referred to. Reading fair; writing fair; arithmetic inaccurate. There requires much more secular reading, judiciously graduated. The children seemed intelligent enough, but deficient in attainment. Religious instruction somewhat better. 5. Miss Miriam Marchant, not trained, except with her aunt, the precedent mistress here. Unpretending, of good manner, accent, and expression. Deficient in self-possession, which circumstances of unsettledness and discouragement (likely now to disappear) have not contributed to strengthen. She will be likely to improve under encouragement.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

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																Paper.		Slates.									
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.			
194. East Kennington. December 8.—Mixed	89	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	110
195. Effingham, Surrey. December 11.—Mixed	80	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	75
196. Plaxtol, Kent. December 12.—Boys'	54	.	.	.	.	All	12	12	12	.	7	12	6	16	.	.	25	.	20	22	.	20	23	16	.	.	60
197. ,, 12.—Girls'	48	.	.	.	.	.	.	.	.	.	.	10	12	12	.	.	16	.	10	20	.	20	20	10	.	.	46
198. Igtham, Kent. December 13.—Mixed	131	.	.	.	.	.	31	31	31	.	6	9	68	25	.	.	51	.	31	61	.	53	39	67	.	.	115
199. Shipbourne, Kent. December 14.—Mixed	50	.	.	.	.	.	.	.	.	.	.	4	10	10	.	.	18	.	.	10	.	20	8	8	.	.	48
200. Winchester, St. Maurice. December 18.—Girls'	99	.	.	.	.	.	.	.	21	.	.	16	15 *	12	.	.	21	.	22	33	.	19	23	35	.	.	95
201. Easton, Hants. December 20.—Mixed	50	.	.	.	.	.	15	25	25	.	.	15	13	9	.	.	.	.	28	17	.	15	22	14	.	.	50
202. Lymington. December 19.—Boys'	120	.	.	.	.	.	.	.	.	.	12	16	20	39	.	.	.	.	40	59	.	28	49	40	.	.	120
203. Southampton, All Saints'. December 21.—Boys'	93	.	.	.	.	.	.	.	.	.	6	20	32	24	.	.	.	.	65	26	22	.	32	22	.	.	105
204. ,, 21.—Girls'	54	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30	20	.	24	13	13	.	.	.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

as more. The children do nearly what they like. 5. Nominally monitorial. 6. The mistress is a young person of excellent character, of prepossessing manner, and herself very well instructed, and might be a valuable teacher in a school of more easily manageable elements and less trying character. But a mixed juvenile and infant school demands peculiar energies, method, and experience; and I think it is no disparagement to this very amiable young person to say, that the difficulties of her present position are too much for her easy and indulgent character.

Effingham, Mixed.—1. About 30 feet by 15 feet; gallery and wall desks. A mixed school, under a master. The room presents every symptom of efficiency on entering, and this prepossession is confirmed on examination. 2. The discipline is remarkably good. The children prettily dressed, clean, sprightly, and confiding, and well under command; drill good. 4. Instruction very commendable. Scripture, reading, writing, and arithmetic, all very satisfactory. Secular reading judiciously graduated; an air of modest intelligence pervades the school. 5. Mr. Palmer; is attached to his school, to which he applies himself with considerable ability and energy. 6. Altogether one of the most pleasing schools I have hitherto seen. Good sense seems to preside over it, and good temper and breadth of feeling. Great interest and pains are taken in it by the clergyman and his wife, both of whom know what a school is for, and what is wanted in it.

Plaxtol, Boys'.—Very well-built schools, separate from girls' by moveable division; parallel desks; tolerably furnished. 2. A good general tone throughout the school. 4. reading fair; writing fair; arithmetic fair; Scripture taken much pains with; secular knowledge scanty. 5. Mr. John Williams, intelligent and active, but might cultivate more method with advantage. Selected a boy for apprenticeship.

Plaxtol, Girls'.—1. Same as boys, except parallel desks. 2. Very clean cheerful-looking girls, under excellent moral influence. 4. Scripture taken great pains with. The reading, writing, and arithmetic, are of moderate extent and quality. The intelligence of the children admits perhaps of more cultivation and connexion with their work. 5. Mrs. Wells, a person of the highest moral character.

* Igtham*, Mixed.—1. A barn converted into a crowded but very commendable school, 40 feet by 12 feet, and 12 feet high. Rather scantily furnished, funds being depressed; three parallel desks, containing seven children each. Brick floor; lath ceiling; draining and ventilation indifferent. 2. Very fair considering crowd; clean, cheerful, and well behaved. 3. Monitorial; five classes. 4. Reading and writing very fair under the circumstances, and arithmetic good. 5. Mr. Thomas Dungate, 29, Canterbury; here six months. His wife (also from the Canterbury training school) assists. He seems active, intelligent, and interested in his school. 6. The curate, Mr. Douglas, takes great pains about the school, and has hopes of compassing a new building for it. Selected a boy for apprenticeship.

Shipbourne, Mixed.—1. A room in a cottage, at present very much crowded and inconvenient. But a new school is projected by Mr. Ridgeway, which may be expected under his judicious and vigorous direction to be placed upon a very efficient footing. The incumbency is a donative in the holding of a clergyman not resident.

Winchester, St. Maurice, Girls'.—1. New and well-built brick schools; mixed girls' and infants' capable of being divided, infants' from girls' by folding-doors. Good gallery for infants, and altogether of effective and promising appearance. 2. Exceedingly clean, orderly, and well behaved. 3. Monitorial; five classes. 4. Reading and writing very fair under the circumstances, and arithmetic good. 5. Mrs. Hall, 28, Winchester; here one year and a-half; intelligent looking; seems to have fair vivacity and self-possession. Perhaps more adaptation to the level of the children's minds might be cultivated. I should then look for a better show amongst the smaller classes, who answered but very ineffectually.

Lymington, Boys'.—A sufficient plain, light, airy room, board floor, well drained, and ventilated. There is a girls' school adjoining, and residences both for master and mistress. The school not much furnished, and rather of old-fashioned tone, with a willingness however to modernize. 2. Orderly, except as to copying from each other's slates, which did not seem to be duly checked. 3. Monitorial. 4. Writing and arithmetic fair; but somewhat mechanical. The intelligence of the children might be more excited and engaged in what they do. 5. Mr. Edward Higgs, 28, Westminster; here one year and a-quarter; obliging, diligent, and intelligent enough; but should cultivate energy and enlarge his resources.

Southampton, All Saints', Boys' and Girls'.—1. Excellently built brick buildings. Ground-floor comprises infant school class-room and writing-room, with closets, &c. Above is one large room, which would be excellent for an *unmixed* school in point of size; but there is considerable echo all over the building, and the floors sound hollow as drums. The schools consist at present of an infant school, under a mistress, highly commendable; and a mixed boys' and girls' school, the master of which is assisted by two mistresses. 2. Good, both as to drill and general deportment. 3. Monitorial. 4. Getting on very well. I think there wants more adaptation (in a descending direction) to the minds and capacities of the children. Their secular reading should be lowered by one degree all through the several classes. Reading, writing, and arithmetic very fair. 5. Mr. Pascoe Mayne, St. Mark's, a very able, diligent, frank, and unassuming person; of good address, and very much to be commended and encouraged. I wrote on his certificate—"I have to record a highly favourable impression of Mr. Mayne. His school appears to be in as creditable and promising a stage of transition from a very indifferent to a very efficient school, as was attainable in so short a time (four months) as he has held the charge of it." I cannot extend these favourable observations to the girls, who seemed to me to require a distinct establishment, in charge of an efficient mistress. Meantime it might suffice to divide the present long room into two, with wooden moveable partition.

Easton, Mixed.—1. This room is 32 feet by 16 feet, and 16 feet high; it is modern and well built of brick. A residence is attached, in which the infant mistress (who is also work mistress) resides. There is but one school-room; it has parallel desks, maps, clock, &c. The infant school-room, which opens into this with folding-doors, is at present occupied as a cottage. This is likely to be set at liberty, and to resume its function as an infant school-room, which would be an advantage. Brick floor; well drained and ventilated. No play-ground. 2. Very fair. Nice looking, well-behaved children. 3. Monitorial, but master teaches for most part. 4. Fair (age considered) in the upper class. Reading fair; but a lower scale of reading-books, with more ample explanation and questioning to each class, would be desirable. Writing fair, and arithmetic fair. 5. Mr. Thomas Wilding, 21, Winchester; here one year and a-half; intelligent looking; seems to have fair vivacity and self-possession. Perhaps more adaptation to the level of the children's minds might be cultivated. I should then look for a better show amongst the smaller classes, who answered but very ineffectually.

Lymington, Boys'.—A sufficient plain, light, airy room, board floor, well drained, and ventilated. There is a girls' school adjoining, and residences both for master and mistress. The school not much furnished, and rather of old-fashioned tone, with a willingness however to modernize. 2. Orderly, except as to copying from each other's slates, which did not seem to be duly checked. 3. Monitorial. 4. Writing and arithmetic fair; but somewhat mechanical. The intelligence of the children might be more excited and engaged in what they do. 5. Mr. Edward Higgs, 28, Westminster; here one year and a-quarter; obliging, diligent, and intelligent enough; but should cultivate energy and enlarge his resources.

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Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

1849.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					Number of Children Reading				Number of Children on the Books, aged										In ordinary Attendance.
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.														
205. Croydon, Surrey. Boys'	116	.	.	.	.	.	.	.	.	.	7	21	40	25	.	.	57	.	56	60	42	16	25	33	.	.	.	.	.	.	.	.	.	.	120
206. East Boldre, Hants. Mixed	80	.	.	.	.	.	.	.	.	.	.	4	.	25	.	.	.	.	31	15	.	31	14	25	.	.	.	.	.	.	.	.	.	.	52
207. Southampton, St. Mary's. Boys'	120	.	.	.	.	.	.	.	.	.	7	5	.	40	.	.	.	.	60	25	12	13	26	59	.	.	.	.	.	.	.	.	.	.	.
208. Girls'	70	.	.	.	.	.	.	12	12	.	.	12	.	24	.	.	.	.	27	20	12	15	9	25	.	.	.	.	.	.	.	.	.	.	.
209. Norwood, Surrey. Boys'	55	.	.	.	.	7	15	12	15	.	5	9	15	28	.	.	.	.	38	19	.	14	19	24	.	.	.	.	.	.	.	.	.	.	65
210. Girls'	34	.	.	.	.	.	14	14	14	.	.	13	11	10	.	.	.	.	13	21	.	13	11	10	.	.	.	.	.	.	.	.	.	.	55
211. Wimbledon. Boys'	88	.	1	.	40	12	40	40	40	6	13	15	17	30	7	.	54	.	40	40	35	30	19	4	29	14	12	14	16	4	3	4	10	40	88
212. Girls'	48	.	48 (a)	.	.	.	16	9	14	.	.	6	13	14	.	.	.	.	9	32	.	30	14	4	12	9	16	4	6	4	3	3	6	10	44
213. Infants'	79	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	62	.	.	29	38	.	.	.	.	.	.	.	.	35	46	91
214. Cheam, Surrey. Boys'	34	.	.	.	.	.	6	6	6	.	1	4	3	15	5	.	20	.	7	14	11	11	4	19	24	9	8	4	4	1	2	.	11	19	43
215. Girls'	35	.	.	.	.	.	.	.	.	.	.	.	.	4	11	.	17	.	6	11	.	11	4	20	29	6	3	4	5	4	1	.	8	9	35
216. Bexley, Kent. Boys'	54	.	1	.	.	3	.	15	15	2	11	4	14	21	2	2	24	.	23	21	4	8	30	12	17	14	20	8	9	9	2	.	29	33	56
217. Girls'	44	.	44 (a)	.	.	.	.	.	.	.	.	11	.	30	.	.	7	.	21	41	21	.	28	13	15	12	11	10	6	5	.	2	24	25	45

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Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	From Copies.	Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
220. Sutton-at-Hone, Kent																																		
Boys'	54	.	.	.	.	24	14	24	38	1	2	14	21	14	11	14	24	.	28	16	9	15	14	16	29	11	13	5	6	6	4	1	29	33	52
221. Girls'	46	6 (b)	46 (a)	.	.	.	28	12	39	.	.	.	13	13	39	.	28	.	28	.	28	39	.	17	16	5	9	5	9	9	2	2	17	19	55
222. Paul's Cray, Kent.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
223. Charing, Kent.																																		
Boys'	90	.	.	.	.	10	43	43	43	12	4	13	14	28	19	6	27	6	45	24	16	20	30	23	27	15	16	18	15	6	10	4	31	58	86
224. Canterbury.																																		
Boys'	216	8	.	.	82	82	26	26	65	.	13	24	29	60	70	28	113	26	66	44	26	21	67	102	43	65	67	35	23	12	15	4	123	168	220
225. Girls'	166	8 (c)	26 (b)	195 (a)	.	58	22	59	43	4	12	16	17	37	73	17	80	.	80	103	59	17	37	96	24	30	30	21	17	27	25	21	142	187	170
226. St. Paul's, Canterbury*																																		
Infants'	80	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
227. Aylsham, Norfolk.																																		
Boys'	55	.	.	.	.	20	20	20	30	.	.	8	10	14	28	12	16	12	20	28	.	21	13	21	18	10	5	10	6	.	1	.	13	32	50
228. Girls'	58	.	.	.	.	20	10	10	20	.	.	6	16	15	.	.	20	6	27	28	.	20	14	21	8	9	14	10	11	7	3	3	24	27	52
229. Ipswich.																																		
Boys'	158	.	.	.	.	.	.	54	54	3	4	29	50	23	25	.	52	20	87	51	62	19	26	51	.	.	.	.	.	.	.	.	81	98	150
230. Girls'	67	.	.	.	.	.	.	27	27	.	.	.	6	42	19	.	24	.	48	19	27	27	21	19	.	.	.	.	.	.	.	.	.	69	67
231. Rickling.																																		
Girls'	56	.	.	.	.	.	.	6	6	.	.	3	13	14	19	.	16	.	25	5	19	16	29	14	29	12	9	6	9	8	1	4	6	15	56
232. Islington, St. Stephen's.																																		
Girls'	85	.	.	80 (a)	.	.	.	.	14	.	.	14	17	30	23	.	29	10	29	37	18	22	15	48	55	19	12	8	8	2	.	.	107	150	.
233. Datchet.																																		
Girls'	83	† (c)	† (b)	60 (a)	.	.	12	.	12	.	.	12	10	27	50	.	15	12	20	17	12	20	17	48	56	19	11	5	4	7	1	1	46	42	80

234. St. Pancras, Christchurch. Boys'	157	.	40	.	.	20	29	70	29	40	23	29	63	14	8	.	52	40	101	56	12	89	28	28	42	26	36	40	25	27	8	6	199	195	165
235. Girls'	112	5	68	112	.	.	.	31	31	.	.	31	21	31	69	.	52	.	52	60	95	21	31	29	19	26	24	20	26	18	16	8	126	143	110
236. Whitechapel, St. Mark's. Boys'	75	1	.	1	.	3	25	25	25	3	2	10	6	23	30	.	27	.	12	58	25	.	30	20	12	24	14	16	13	7	6	3	153	163	175
237. Girls'	59	6 (c)	7 (b)	30 (a)	.	.	18	8	18	.	1	2	6	16	18	.	16	.	10	49	18	4	16	20	15	14	14	9	2	4	4	3	62	96	59
238. Colnbrook. Boys' and Girls'	67	.	1	1	.	26	14	14	14	2	1	14	17	20	6	.	28	16	28	39	7	13	25	22	27	10	20	6	8	8	10	3	81	65	63

(*a*) To sew or knit. (*b*) To cut out and make clothes. (*c*) Household work. * Tables incomplete. † First class.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Sutton-at-Hone, Boys' and Girls'.—Inspected February 23, 1849. 1. Examined for pupil-teachers; recommended two candidates. 2. Discipline and instruction fair. 5. The master much interested in his work. Room is wanted. It would be a great advantage if the girls' school could be converted into a class-room for the boys, and a new school provided for the former.

Paul's Cray.—February 23, 1849. I arrived here according to agreement with the clergyman, and found the school closed, the mistress having been taken ill. I conferred with the clergyman, and gather that the school is one of the homeliest pretensions.

Charing, Boys'.—Inspected February 26, 1849. Master certificated. A very creditable school. Discipline and instruction very good. The curate of the parish takes the liveliest interest in it, and the master labours with equal ability and zeal. Space is much wanted in the school. Wrote on master's certificate, "I have to record a highly favourable estimate of the zeal, ability, and success with which this school appears to be conducted."

Canterbury, Boys'.—Inspected February 27, 1849. The present buildings have been opened since last inspection; they are handsome and substantial, but the boys' room is incommoded by a very noisy echo. The discipline is good, and the attainment fair. The master was prevented by serious illness from being present at the examination, which was quite satisfactory, as exhibiting the pains which he has taken with his school and apprentices.

Canterbury, Girls'.—Inspected February 28, 1849. The school very orderly and creditable. Examination of the apprentices satisfactory.

St. Paul's, Infants'.—Inspected February 28, 1849.—Casually, by request to see if a pupil-teacher could be introduced. A mixed juvenile and infant school, conducted in a commendable spirit; but does not at present supply a candidate quite qualified for apprenticeship.

Aylsham, Boys' and Girls'.—Inspected March 14, 1849. To report on the condition of the school with reference to Mrs. Bryan's proposed certificate. Report favourably.

Ipswich, Boys'.—Inspected March 15, 1849. The discipline and instruction of this school are evidently good, and the master a person of attainment, ability, and zeal.

Ipswich, Girls'.—Inspected March 15, 1849. The mistress has had this school in her charge only eight months, during two of which it has been closed on account of smallpox; this may in a great measure account for some deficiencies in the attainment exhibited just now, which, under the able direction of the rector, who takes a warm interest in the schools, will, I have no doubt, ere long improve considerably.

Rickling, Girls'.—Inspected March 16, 1849. To report with reference to Miss Diana Utber's proposed certificate of merit. Report quite favourably.

Islington, St. Stephen's, Girls'.—Inspected March 19, 1849. The discipline and moral tone of this school are good; considerable pains are taken with religious instruction. Examined with reference to an apprentice, on whom I report favourably.

Datchet, Girls'.—Inspected March 20, 1849. Great interest and pains are taken in this school by the clergyman's family, with very satisfactory effect; suggestions are cheerfully attended to, and it is one on which encouragement would be very properly bestowed.

St. Pancras, Christchurch, Boys'—Inspected March 21, 1849. Examined with reference to candidates for apprenticeship, three of whom I recommended for election.

St. Pancras, Christchurch, Girls'.—Inspected March 22, 1849. Examined with reference to apprentices and new candidates, three of whom I recommended.

Whitechapel, St. Mark's, Boys'.—Inspected March 23, 1849. I have to record a favourable impression of the zeal, good sense, and general efficiency with which this school appears to be conducted, and report favourably on the master's certificate of merit.

Whitechapel, St. Mark's, Girls'.—Inspected March 23, 1849. This school exhibits commendable discipline, and seems to be under a salutary influence.

Colnbrook, Boys' and Girls'.—Inspected March 26, 1849. A mixed school under a master. Examined the school and two apprentices; recommend both for stipend.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Number of Children on the Books, aged											Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	-7	8	9	10	11	12	13	14						
																Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.																		
239. Bethnal Green, St. Bartholomew's, Boys'	158	.	.	.	.	.	17	17	45	.	3	14	28	85	30	6	34	20	49	64	8	37	21	88	55	25	33	18	28	15	5	1	154	200	160
240. Girls'	82	.	60 (a)	.	.	.	14	16	30	.	.	5	13	30	40	14	30	.	50	32	8	23	17	34	80	26	14	14	9	6	3	3	25	209	90
241. Stonegate, Sussex.* Girls' and Infants'	66	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	66	.
242. Ticehurst, Sussex. Boys'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60	.
243. Girls'	68	.	60 (a)	.	.	.	.	11	11	.	.	11	12	31	17	.	23	17	38	16	34	23	15	30	.	.	.	.	.	.	.	.	26	36	.
244. Hadlow Down, Sussex. Mixed	99	.	.	.	.	.	.	.	.	6	.	19	11	.	10	.	.	13	23	27	13	23	27	36	31	17	23	15	21	16	2	.	41	47	105
245. St. John's Wood. Boys'	129	2	27	27	7	19	19	19	81	27	19	30	36	46	28	19	30	55	62	48	19	30	36	34	45	30	30	20	15	7	5	5	92	109	120
246. Upper Chelsea. Boys'	221	.	.	.	.	.	45	45	83	.	13	22	10	176	.	.	121	.	104	72	45	38	66	72	38	67	45	42	25	20	13	.	152	191	210
247. Rotherhithe, Green-school. Girls'	67	.	.	.	.	.	.	.	17	.	1	.	17	36	17	.	50	.	17	50	17	15	35	67	.	.	.	.	.	.	.	.	19	39	77
248. Plaistow, Essex. Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
249. Girls'	51	48 (c)	16 (a)	24 (b)	.	16	16	.	24	.	.	.	8	20	12	.	20	.	16	20	16	16	16	16	10	6	5	5	5	14	2	1	22	22	48
250. West Ham, Essex. Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

251. Bayswater.																																							
Boys'	.	.	.	174	.	.	.	.	.	44	105	103	.	22	18	.	89	41	.	133	.	89	41	44	30	59	41	.	.	.	.	.	.	.	.	.	.	.	.	.
252. Hornsey.																																							
Boys'	.	.	.	.	8	6	6	6	.	30	40	46	8	10	14	22	12	9	18	42	5	10	18	58	58	8	9	4	10	16	15	13	9	5	3	15	16	.
253. Girls'	.	.	.	58	.	78 (a)	.	.	.	17	17	37	.	10	10	.	41	6	.	47	17	41	24	17	20	21	6	6	8	13	15	12	10	12	6	2	13	10	.

(*a*) To sew or knit. (*b*) To cut out and make clothes. (*c*) Household work. * Tables not complete.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Bethnal Green, St. Bartholomew's, Boys'.—Inspected March 27, 1849. The discipline and instruction here are very satisfactory. The master is a person of considerable intelligence, and takes a warm interest in his school, in which he is zealously seconded by the clergyman. The apprentices are doing well.

Bethnal Green, St. Bartholomew's, Girls'.—Inspected March 27, 1849. This school exhibits excellent discipline and very fair instruction; it appears to be under a very salutary religious influence, and a very satisfactory disposition manifests itself to adopt every practicable suggestion for improvement.

Stonegate, Girls' and Infants'.—Inspected March 28, 1849. A very homely elementary school, and not adapted at present for apprentices; but in the course of a year or two the clergyman, who takes much interest in the school, but has only limited local resources, hopes to place it on a more efficient footing.

Ticehurst, Boys'.—Inspected March 29, 1849. A recent change of masters and some consequent temporary disorganization have acted disadvantageously, for the present, upon the attainment of this school, which I am led to hope may, in a few months, assume a more satisfactory character.

Ticehurst, Girls'.—Inspected March 29, 1849. 1. School fairly efficient; I am able to recommend mistress and apprentices for gratuity and stipends. 2. Discipline good. Books, apparatus, desks and furniture all good and sufficient.

Hadlow Down, Mixed.—Inspected March 30, 1849. This school is in a very commendable condition; great pains taken by clergyman. Master active and intelligent; apprentice very well prepared. Discipline very good; writing and arithmetic excellent; reading very fair. Propose to promote apprentice from first to third year. All appears very satisfactory and promising.

St. John's Wood, Boys'.—Inspected April 2, 1849. To report on master's certificate. This school appears to be conducted with a degree of zeal, intelligence, self-adaptation, and general efficiency, which it is highly satisfactory to record.

Upper Chelsea, Boys'.—Inspected April 3, 1849. Examined to report on master's certificate of merit. The school appears to be conducted with energy, judgment, good temper, and success. It is very well disciplined, and the classes well graduated; on the whole, it is one of the most efficient that I have seen.

Rotherhithe, Green School, Girls'.—Inspected April 5, 1849. Examined to report on mistress's certificate of merit and one candidate for apprenticeship. Report favourably of both, and of the progressive condition of the school, which is conducted with conscientious diligence and modest intelligence, vivacity, and frankness. The great improvement which the mistress has effected in twelve months, out of the very homely materials of the neighbourhood, would be a more equitable measure of her success than the present actual attainment of the scholars.

Plaistow, Boys'.—Inspected April 25, 1849. To report on master's certificate. The school appears to be conducted with conscientious zeal and intelligence, and with increasing success.

Plaistow, Girls'.—Inspected April 25, 1849. Separate from the boys', and in efficient condition. 2. Discipline satisfactory. 5. The mistress appears to be of very commendable character, and gives very fair promise of doing justice to a pupil.

West Ham, Boys'.—Inspected April 25, 1849. To report on master's certificate. The school is conducted with energy, intelligence, and zeal; it is well disciplined, and exhibits very satisfactory evidence both of attainment and progression.

Bayswater, Boys'.—Inspected April 26, 1849. 1. One room; six classes (most of them too large, from which the reading suffers). 2. The discipline is as good as is attainable in so crowded a room. 5. The master very unassuming, of excellent character, and of considerable ability in school-keeping. 6. Room not large enough, and class-room very much required; books scarcely sufficient; apparatus sufficient; desks, &c., good.

Hornsey, Boys'.—Inspected April 27, 1849. 2. Good. 5. Seems to conduct his school with conscientious diligence and discipline, and with very satisfactory success. There is an infant school, so that almost all here can read. Books and apparatus abundant; desks indifferent; furniture good.

Hornsey, Girls'.—Inspected April 27, 1849. 1. One room, with a class-room well-built, and in good order; three classes under one mistress and three pupil-teachers. 2. The discipline is excellent. 4. Instruction very fair. 5. The mistress of first-rate moral qualifications, and of considerable ability, but very much embarrassed by nervousness; a person entitled to the most favourable consideration. Books and apparatus good; desks and furniture good. These schools are deeply indebted to the active and enlightened interest taken in them by the Rev. R. Harvey.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
254. Baldwin's Gardens. Boys'	205	.	.	.	.	38	38	97	97	14	4	11	8	89	26	.	137	.	94	98	38	32	27	108	75	38	48	42	19	15	6	1	185	206	205
255. Girls'	107	.	128 (a)	.	.	24	15	49	49	.	.	6	10	90	36	24	49	.	49	58	12	12	25	58	43	29	27	10	11	6	5	2	126	140	115
256. Camberwell, Christchurch. Boys'	59	4	.	.	.	.	25	59	59	7	3	13	7	24	.	6	25	12	26	21	12	14	12	21	19	5	19	13	3	2	4	4	64	44	52
257. Girls'	66	.	4 (b)	66 (a)	.	30	28	32	41	2	4	9	.	13	38	6	41	.	41	25	13	15	13	25	17	18	19	9	8	7	4	4	91	56	66
258. St. John's Wood. Girls'	135	.	.	135 (a)	.	71	.	50	71	.	2	26	24	45	10	.	95	26	45	24	26	24	33	52	39	36	24	29	18	11	4	5	112	148	120
259. Bethnal Green, St. Peter's. Boys'	157	.	.	.	.	14	14	30	30	5	9	21	30	45	157	.	79	14	42	78	14	46	45	50	46	40	34	28	22	10	2	3	100	138	185
260. Stepney, St. Thomas. Boys'	146	1	.	.	.	19	58	20	47	3	4	19	21	25	25	.	46	46	47	77	26	21	25	74	86	50	44	30	24	15	11	4	62	219	215
261. Girls'	110	.	.	110 (a)	.	.	28	46	85	.	.	24	7	42	32	1	28	.	31	61	28	28	82	32	38	20	29	23	21	7	9	5	147	201	170
262. Stepney, All Saints. Boys'	95	.	.	.	8	52	48	12	64	5	5	6	13	32	10	6	39	12	27	25	48	27	3	53	34	29	24	18	9	8	.	.	193	201	104
263. Girls'	65	12 (c)	2 (b)	63 (a)	.	.	18	42	42	.	2	13	12	17	17	2	28	.	42	17	55	13	29	23	71	19	17	7	4	12	2	.	48	132	84
264. Islington, St. Mary's Boys'	133	.	.	.	.	.	22	22	73	.	10	22	25	26	.	.	40	18	47	52	22	25	42	44	20	54	41	26	14	5	3	1	97	108	138
265. Portman Square. Boys'	143	.	.	.	.	.	27	27	68	7	20	41	10	15	150	16	11	30	66	50	27	41	25	50	16	27	40	25	16	15	9	2	50	50	150
266. Girls'	102	20 (c)	115 (a)	.	.	.	.	25	25	.	25	25	20	21	.	.	86	.	66	36	20	28	54	.	24	19	22	17	16	6	7	4	22	43	115

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Baldwin's Gardens, Boys'.—Inspected April 30, 1849. This is a very commendable school. Examined apprentices and candidates. 1. Ample room, with small class-room. 2. Good. 5. Certificate already signed by Mr. Cook, Christmas, 1848. 6. Another infant school much wanted. Books and apparatus ample; desks and furniture very good. Recommended two apprentices for stipends and two new candidates.

Baldwin's Gardens, Girls'.—Inspected April 30, 1849. 1. Four classes; mistress takes first and second class in the morning, and third and fourth in the afternoon. The apprentices take second, third, and fourth. 2. Discipline satisfactory. 5. The mistress (Miss Susan Kyberd) is intelligent, well informed, and of modest self-possession. 6. This school, like the boys', is much the worse for not being disencumbered of infants. The adjoining infant school is crammed. Books and apparatus sufficient, and always forthcoming as needed. Desks and furniture good. Wrote upon mistress's certificate—"notwithstanding some disadvantageous local circumstances, this school exhibits a satisfactory degree of discipline and attainment, and appears to be conducted with conscientious zeal, intelligence, and efficiency."

Camberwell, Christchurch, Boys'.—Inspected May 1, 1849. Examined for apprentices. 1. As reported last year; discipline fair. Instruction fair. 5. Master about to leave. Books, apparatus, desks, and furniture all very good.

Camberwell, Christchurch, Girls'—Inspected May 1, 1849. 1. Four classes in one room, rather crowded, but light and airy. 2. Discipline very good. 5. A person of good manners, attainment, and influence. 6. This is a very commendable school, both as respects instruction and moral character. The children present are of extremely creditable, appearance, and all is going on as might be wished. Books and apparatus sufficient. Furniture good, except wall-desks, which it would be difficult to alter without loss of room which cannot be spared. Wrote upon the mistress's certificate—"I have to record a very satisfactory impression of the discipline and efficiency of this school, and of the spirit in which it appears to be conducted.

St. John's Wood, Girls'.—Inspected May 2, 1849. The discipline of this school is highly satisfactory. The instruction proportionate; and the mistress a person of excellent personal character, ability, and zeal. Books, apparatus, desks, and furniture all good. Report very favourably of all the apprentices, as well as of the moral tone, discipline, and attainment of the school generally.

Bethnal Green, St. Peter's, Boys'.—Inspected May 2, 1849. 1. Eight classes under a master and pupil-teacher. 2. Discipline rather defective; the result, perhaps, of insufficient accommodation with its mechanical disadvantages. 5. A commendable, painstaking person. There is a deficiency of reading books, desks, and furniture not to be criticised in these temporary buildings

Stepney, St. Thomas, Boys'.—Inspected May 3, 1849. 1. One large room over the girls' (with a class-room common to both schools); light, airy, and ample, with parallel desks. Eight classes under one master, three apprentices, and five monitors. The discipline and instruction have hardly yet assumed a decided aspect under the new master, recently from Battersea. Books and apparatus hardly sufficient. Desks and furniture good.

Stepney, St. Thomas, Girls'.—Inspected May 3, 1849. 1. Eight classes under mistress and four apprentices. 2. Satisfactory; clean, cheerful, and orderly. 3. Same as in Central, Westminster. 4. Moderate in quality and quantity. 6. The teaching of the pupil-teachers is very defective in method; and allowances of stipend to apprentices in either school should be upon a stipulation that this should be especially attended to. Books and apparatus hardly sufficient; desks and furniture very good.

Stepney, All Saints, Boys'.—Inspected May 4, 1849. 1. A boys' school up-stairs, under master and one assistant, besides three pupil-teachers. Five classes, arranged primarily according to reading, but changed into separate classification for ciphering. 2. Ordinary; the boys somewhat deficient in obedience. 3. Glasgow system combined with such others as have from time to time suggested themselves. 4. Very fair; books and apparatus sufficient by recent grant. Desks and furniture excellent.

Stepney, All Saints, Girls'.—Inspected May 4, 1849. 1. One room on ground-floor, clean-looking and well-lighted. No class-room. Five classes under mistress and pupil-teacher. Discipline exceedingly good. 5. Certificated January, 1848, from Whitelands. 6. The instruction here is not quite on a par with the moral tone and discipline, but the school is decidedly one for encouragement, with an admonition that its actual attainment in reading and general information admits of improvement.

Islington, St. Mary, Boys'.—Inspected May 7, 1849. 1. The school was formerly a dissenting chapel, of which the galleries remain unemployed. There is plenty of room, and if the school attained the numbers which might be expected in such a neighbourhood, a second room might be made by continuing the floor of the gallery. The boys are under one master, assisted by four apprentices and a monitor. The discipline is quite satisfactory. Great pains are taken by the master, but with imperfect and partial efficiency of result; he is, however, both diligent and conscientious. 6. A whole class misses writing and ciphering because they are required to furnish themselves with slates, which they have failed to do. The school is deficient in mechanical advantages, both as respects books and apparatus, desks and furniture.

Portman Square, Boys'.—Inspected May 8, 1849. 1. Under a master assisted by three pupil-teachers, and three monitors, candidates. The room is a little crowded, but the space is as well economized as the case admits of. An infant school teaches letters, &c. Discipline extremely good, and instruction satisfactory. 5. Mr. James Michaux; intelligent, and interested in his work. Books and apparatus sufficient. Desks and furniture good.

Portman Square, Girls'.—Inspected May 8, 1849. 1. There are four classes under mistress, two pupil-teachers, and two monitors. The room adjoins the boys', divided from it by folding doors. The two rooms together would not be more than enough for either school, the other finding accommodation elsewhere. Discipline very good indeed. 5. Mrs. Fisher has been here only 12 months. A very right-minded, unassuming person. 6. The cardinal subjects of instruction in this school are taught very satisfactorily. The amount of general knowledge and intelligence is rather scanty. There wants an infusion of very simple geography—geography *made* simple by animated conversation as explanatory of their reading lessons. There are plenty of books and maps, but no globe. The parallel desks are too small, and the whole too crowded.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
																Paper.		Slates.																				
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14							
267. Hoxton. Boys'	236	.	.	.	.	53	53	53	80	.	32	48	87	70	33	.	101	32	93	111	.	53	87	93	83	70	59	49	23	12	4	.	497	421	241
268. Girls'	182	.	.	.	.	.	.	30	30	.	5	19	24	54	29	.	76	.	88	43	.	68	63	51	148	37	48	22	14	5	3	.	300	358	197
269. Clapham Parochial.	165	.	.	.	.	.	30	90	90	4	5	11	24	56	60	.	30	.	110	55	60	30	61	74	66	28	29	30	12	12	3	2	50	74	150
270. Bowyer School, Clapham.																																					
271. Battersea Parochial Girls'	89	.	100 (a)	.	.	34	30	44	39	.	20	19	23	25	19	.	42	20	19	42	14	25	20	22	17	20	20	13	20	5	3	2	42	44	80
272. Cambridge, King Street. Girls'	93	.	104 (a)	.	.	.	20	39	39	.	.	31	16	31	17	.	50	.	47	46	.	31	31	31	22	26	18	12	23	16	2	1	25	54	85
273. Cambridge, St. Paul's. Boys'	155	.	.	.	.	110	24	80	80	12	12	29	44	68	44	.	78	.	121	55	24	56	21	54	39	33	38	35	27	18	7	5	40	93	139
274. Girls'	84	.	2 (b)	84 (a)	.	84	13	22	22	.	1	13	9	50	12	.	61	.	61	23	13	9	39	23	21	19	25	19	14	11	4	3	62	69	90
275. Barnwell. Boys'	141	.	.	.	.	141	23	63	63	8	11	23	19	30	23	23	58	58	23	60	23	21	37	60	45	22	32	43	16	20	13	6	107	180	150
276. Girls'	149	.	40 (b)	149 (a)	.	100	21	21	21	.	7	41	20	59	100	50	48	21	60	68	21	27	59	42	65	36	44	24	32	18	16	2	97	171	145
277. Trumpington. Boys' and Girls'	58	.	.	.	.	.	17	6	32	1	3	12	5	28	38	.	38	.	10	18	21	17	20	20	63	4	12	11	.	8	2	.	12	21	76
278. Witchford	60	.	.	.	.	.	21	21	21	.	4	4	6	32	23	.	21	.	40	20	.	21	19	20	35	9	21	10	4	6	6	3	.	.	50

(a) To sew or knit.

(b) To cut out and make clothes.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Sunnesey, Boys'.—Inspected May 23, 1849. 1. A room separated by folding doors from girls: under one master and monitors. 2. Good. 5. Very creditable person, and likely to do justice to apprentices. 6. The village feast makes holiday at this season, and only a few children could be collected; just enough for the candidates to teach in my presence. Books and apparatus sufficient for the present. Desks and furniture good.

Sunnesey, Girls'.—Inspected May 22, 1849. 1. Similar to that of boys' school. No infant school, so that lowest classes tend to embarrass progress a little. One mistress, two pupil-teachers, and one monitor (not stipendiary). 2. Good; children neat, clean, cheerful, and orderly. 3. Ordinary national. 5. This is the mistress's first school; she seems very intelligent, zealous, and unpretending. 6. Being at the time of the village feast, it was with extreme difficulty that the small numbers present could be assembled. They were enough, however, to give me satisfactory evidence of the creditable condition of the school. Copies of books too few, but character and variety good. Apparatus good. Desks and furniture good. Wrote upon the mistress's certificate—"I have to record a very favourable impression of the zeal, discretion, integrity, and modest intelligence with which this school is evidently conducted, and also of the discipline, and apparently progressive attainment which it exhibits."

Over.—Inspected May 23, 1849. 1. Boys' separate from girls'; well-built, light room; one master, one pupil-teacher; no monitors. 2. Moderate; more drilling exercises wanted. 5. Very painstaking, active, and prompt to accept suggestions. 6. This school cannot be pronounced as exhibiting high attainments; but there seems to be a good spirit in it; and the master is frank, cheerful, and industrious. He ought to visit a few good schools, and adopt some of their system. Deficiency of books. Want a second blackboard and easel. Narrow wall-desks.

Hockwold-cum-Wilton, Mixed.—Inspected May 24, 1849. 1. One long, light, and airy room, in which a mixed school is assembled under master and his wife, and one boy pupil-teacher, and one girl pupil-teacher. Great interest is taken in the school by the clergyman, very much to its advantage. 2. Discipline very commendable; clean, orderly, and cheerful-looking; girls very neat. Drill movements might be more varied. 5. Not originally educated for the employment, and but partially acquainted with the methods of teaching; but by energy and good sense has certainly brought his school into a state of very fair efficiency. Books and apparatus sufficient. Desks parallel, and furniture sufficient.

Newington, St. Mary's.—Inspected May 25, 1849. 1. One large room; under one master, two pupil-teachers, and ten monitors. 2. Discipline not bad in a discreditable sense, but defective for want of the introduction of modern habits of drill and mechanical arrangement, the necessity for which is manifold enhanced by the unwieldy numbers under a single master. The master is a person of integrity, activity, and zeal; but it is no disparagement of him to say that this enormous school would be too much for him single-handed, even if its organization, mechanical arrangements, books, furniture, and apparatus were as much in his favour as they are now against him. An infant school is very much wanted.

Rotherhithe, Deptford Road, Boys'.—Inspected May 29, 1849. 1. One moderate-sized room below the girls', under master and monitors. A class-room in common with the girls. 2. Discipline very good; drill improving. The master a highly-respectable, steady, painstaking person; might perhaps acquaint himself without disadvantage with more recent improvements and adroitnesses in teaching; very much disposed to accept suggestions; and I have not the slightest doubt about his doing his duty by pupil-teachers. Books and apparatus abundant. Desks and furniture good and sufficient.

Rotherhithe, Deptford Road, Girls'.—Inspected May 29, 1849. 1. One large room, light and airy. Five classes under one mistress, two pupil-teachers, and monitors. 2. The girls very cleanly attired, well arranged, and happy-looking; but chattering too much. 5. The mistress very conscientious, unassuming, and industrious, and of superior manners; might cultivate perhaps with advantage the adroitness which converts teaching into a pastime, and engages the reflection of the children unawares in what they learn. She exercises, however, an excellent moral influence upon the school, in which she takes great interest. Books and apparatus sufficient by recent grant. Good parallel desks since last visit. Furniture sufficient.

Rotherhithe, Trinity, Boys'.—Inspected May 30, 1849. 2. Good. 5. Seems intelligent and active. 6. This inspection took place at a time very unfavourable for attendance. The discipline and attainments of such as were present, very fair. Books, apparatus, desks, and furniture all good.

Ewell, Boys'.—Inspected May 31, 1849. 1. One room separated from girls by residence; under a master. 2. Good. 5. Of most excellent character for diligence and integrity: husband of mistress. Instruction very fair for rural scholars, whose attendance is much interrupted. Books and apparatus sufficient. Desks and furniture indifferent.

Ewell, Girls'.—Inspected May 31, 1849. 2. Good. 5. An excellent person, of homely attainments, but very useful in such a sphere. 6. This school is of quite rural pretensions, but is of excellent character and influence; much cared for by the clergyman, and has improved considerably in attainment since last year. Books and apparatus sufficient. Wall-desks. Furniture sufficient.

Stockwell, St. Michael's, Boys'.—Inspected June 1, 1849. 1. As last year, boys, girls, and infants, under one roof, divided from each other by curtains only. Noise, therefore, considerable, though counteracted as far as possible by discipline. School employed for Divine Service, which cannot at present be foregone. 2. Very good as to moral tone; but the mechanical defects of a triple school, divided only by curtains, must affect the discipline detrimentally. 3. Modified monitorial. 5. The master, Mr. White, is conscientious, diligent, unpretending, ready to adopt suggestions, and a good disciplinarian without any unkindness. 6. The infants might be removed to an entirely separate school with great advantage. The school has suffered somewhat, but appears to be recovering from certain untoward local circumstances connected with the infant-school, for which nobody remaining here was responsible, and in which the infant-mistress (since removed) seems to have been more unfortunate than blamable. Apparatus, sufficient. Books, deficient, but a grant is proposed. Moveable desks, not so bad as wall desks. Parallels could hardly be introduced in the present crowded condition of this triple school.

Stockwell, St. Michael's, Girls'.—Inspected June 1, 1849. 1. Similar to boys' school. 2. Very good. 5. Wife of the master; an intelligent, well-principled person, and keeps the girls in nice order; and, with assistance from her husband in instruction, is likely to do well by pupil-teachers. 6. Desks and furniture not of good arrangement. Books and apparatus, sufficient.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Number of Children on the Books, aged										Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
																Paper.		Slates.																			
		Algebra.	Mensuration.	Geometry.	Linear Drawing	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14						
279. Swavesey, Cambridge Boys'	29	.	.	.	.	29	21	36	36	2	6	8	15	29	29	2	41	19	15	53	21	36	29	24	60	8	8	5	3	8	3	1	18	31	70
280. Girls'	27	.	2	89	.	56	12	34	24	.	12	12	22	10	23	12	44	34	22	33	34	22	15	18	32	21	14	6	7	6	3	.	17	30	56
281. Over, Cambridge	50	.	.	.	.	7	.	.	18	2	3	6	.	12	4	.	23	.	23	27	.	11	27	12	52	30	18	16	6	5	5	4	14	35	87
282. Hockwold-cum-Walton, Norfolk. Mixed	80	.	.	.	.	.	22	22	35	2	5	20	8	21	47	5	35	14	30	38	22	13	21	26	62	19	15	8	11	7	7	6	21	32	72
283. Newington, St. Mary's	223	.	.	.	.	.	25	53	25	3	5	20	29	67	45	.	53	32	87	42	32	53	62	107	107	57	36	63	24	15	10	3	197	217	240
284. Rotherhithe, Deptford Road. Boys'	109	.	.	.	.	.	.	9	15	.	16	17	27	18	17	.	.	.	27	35	.	20	25	31	34	42	34	20	17	15	6	1	70	100	120
285. Girls'	107	25 (c)	31 (b)	123 (a)	.	.	27	27	27	.	7	27	27	33	20	31	37	31	54	53	20	27	28	25	3	12	18	33	20	10	10	18	32	72	.
286. Rotherhithe, Trinity. Boys'	30	.	.	.	.	.	.	.	30	9	.	7	.	14	.	.	.	.	30	.	16	.	14	.	7	3	8	9	6	4	3	2	14	12	40
287. Ewell, Surrey. Boys'	41	.	.	.	.	27	21	11	21	.	6	11	14	21	9	26	26	11	10	11	11	26	15	15	18	7	9	6	5	4	4	6	16	25	59
288. Girls'	56	4 (c)	56 (a)	.	.	34	14	14	14	.	.	14	15	26	15	.	34	14	11	15	14	55	21	21	22	11	11	9	4	4	2	23	35	.
289. Stockwell, St. Michael's, Surrey. Boys'	109	.	.	.	11	56	56	22	56	11	7	4	30	13	35	23	84	56	18	35	23	33	18	35	170	56	49	40	36	24	12	13	144	168	190
290. Girls'	150	4 (c)	128 (a)	3 (b)	.	87	10	20	65	1	3	12	20	53	61	3	67	3	34	21	10	65	53	45	78	18	15	14	14	15	7	7	94	76	154

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Sunwesey, Boys'.—Inspected May 23, 1849. 1. A room separated by folding doors from girls: under one master and monitors. 2. Good. 5. Very creditable person, and likely to do justice to apprentices. 6. The village feast makes holiday at this season, and only a few children could be collected; just enough for the candidates to teach in my presence. Books and apparatus sufficient for the present. Desks and furniture good.

Sunwesey, Girls'.—Inspected May 22, 1849. 1. Similar to that of boys' school. No infant school, so that lowest classes tend to embarrass progress a little. One mistress, two pupil-teachers, and one monitor (not stipendiary). 2. Good; children neat, clean, cheerful, and orderly. 3. Ordinary national. 5. This is the mistress's first school; she seems very intelligent, zealous, and unpretending. 6. Being at the time of the village feast, it was with extreme difficulty that the small numbers present could be assembled. They were enough, however, to give me satisfactory evidence of the creditable condition of the school. Copies of books too few, but character and variety good. Apparatus good. Desks and furniture good. Wrote upon the mistress's certificate—"I have to record a very favourable impression of the zeal, discretion, integrity, and modest intelligence with which this school is evidently conducted, and also of the discipline, and apparently progressive attainment which it exhibits."

Over.—Inspected May 23, 1849. 1. Boys' separate from girls'; well-built, light room: one master, one pupil-teacher; no monitors. 2. Moderate; more drilling exercises wanted. 5. Very painstaking, active, and prompt to accept suggestions. 6. This school cannot be pronounced as exhibiting high attainments; but there seems to be a good spirit in it; and the master is frank, cheerful, and industrious. He ought to visit a few good schools, and adopt some of their system. Deficiency of books. Want a second blackboard and easel. Narrow wall-desks.

Hurkwold-cum-Wilton, Mixed.—Inspected May 24, 1849. 1. One long, light, and airy room, in which a mixed school is assembled under master and his wife, and one boy pupil-teacher, and one girl pupil-teacher. Great interest is taken in the school by the clergyman, very much to its advantage. 2. Discipline very commendable; clean, orderly, and cheerful-looking; girls very neat. Drill movements might be more varied. 5. Not originally educated for the employment, and but partially acquainted with the methods of teaching; but by energy and good sense has certainly brought his school into a state of very fair efficiency. Books and apparatus sufficient. Desks parallel, and furniture sufficient.

Newington, St. Mary's.—Inspected May 25, 1849. 1. One large room; under one master, two pupil-teachers, and ten monitors. 2. Discipline not bad in a discreditable sense, but defective for want of the introduction of modern habits of drill and mechanical arrangement, the necessity for which is manifold enhanced by the unwieldy numbers under a single master. The master is a person of integrity, activity, and zeal; but it is no disparagement of him to say that this enormous school would be too much for him single-handed, even if its organization, mechanical arrangements, books, furniture, and apparatus were as much in his favour as they are now against him. An infant school is very much wanted.

Rotherhithe, Deptford Road, Boys'.—Inspected May 29, 1849. 1. One moderate-sized room below the girls', under master and monitors. A class-room in common with the girls. 2. Discipline very good; drill improving. The master a highly-respectable, steady, painstaking person; might perhaps acquaint himself without disadvantage with more recent improvements and adroitnesses in teaching; very much disposed to accept suggestions; and I have not the slightest doubt about his doing his duty by pupil-teachers. Books and apparatus abundant Desks and furniture good and sufficient.

Rotherhithe, Deptford Road, Girls'.—Inspected May 29, 1849. 1. One large room, light and airy. Five classes under one mistress, two pupil-teachers, and monitors. 2. The girls very cleanly attired, well arranged, and happy-looking; but chattering too much. 5. The mistress very conscientious, unassuming, and industrious, and of superior manners; might cultivate perhaps with advantage the adroitness which converts teaching into a pastime, and engages the reflection of the children unawares in what they learn. She exercises, however, an excellent moral influence upon the school, in which she takes great interest. Books and apparatus sufficient by recent grant. Good parallel desks since last visit. Furniture sufficient.

Rotherhithe, Trinity, Boys'.—Inspected May 30, 1849. 2. Good. 5. Seems intelligent and active. 6. This inspection took place at a time very unfavourable for attendance. The discipline and attainments of such as were present, very fair. Books, apparatus, desks, and furniture all good.

Ewell, Boys'.—Inspected May 31, 1849. 1. One room separated from girls by residence; under a master. 2. Good. 5. Of most excellent character for diligence and integrity: husband of mistress. Instruction very fair for rural scholars, whose attendance is much interrupted. Books and apparatus sufficient. Desks and furniture indifferent.

Ewell, Girls'.—Inspected May 31, 1849. 2. Good. 5. An excellent person, of homely attainments, but very useful in such a sphere. 6. This school is of quite rural pretensions, but is of excellent character and influence; much cared for by the clergyman, and has improved considerably in attainment since last year Books and apparatus sufficient. Wall-desks. Furniture sufficient.

Stockwell, St. Michael's, Boys'.—Inspected June 1, 1849. 1. As last year, boys, girls, and infants, under one roof, divided from each other by curtains only. Noise, therefore, considerable, though counteracted as far as possible by discipline. School employed for Divine Service, which cannot at present be foregone. 2. Very good as to moral tone; but the mechanical defects of a triple school, divided only by curtains, must affect the discipline detrimentally. 3. Modified monitorial. 5. The master, Mr. White, is conscientious, diligent, unpretending, ready to adopt suggestions, and a good disciplinarian without any unkindness. 6. The infants might be removed to an entirely separate school with great advantage. The school has suffered somewhat, but appears to be recovering from certain untoward local circumstances connected with the infant-school, for which nobody remaining here was responsible, and in which the infant-mistress (since removed) seems to have been more unfortunate than blamable. Apparatus, sufficient. Books, deficient, but a grant is proposed. Moveable desks, not so bad as wall desks. Parallels could hardly be introduced in the present crowded condition of this triple school.

Stockwell, St. Michael's, Girls'.—Inspected June 1, 1849. 1. Similar to boys' school. 2. Very good. 5. Wife of the master; an intelligent, well-principled person, and keeps the girls in nice order; and, with assistance from her husband in instruction, is likely to do well by pupil-teachers. 6. Desks and furniture not of good arrangement. Books and apparatus, sufficient.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged									Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.																	
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
291. Bermondsey, St. James's. Boys'	189	.	.	.	.	.	29	29	29	.	17	9	19	12	.	.	110	.	26	55	20	35	55	79	69	65	62	28	27	7	2	.	130	221	.
292. Whitstable, Kent. Boys'	174	.	.	.	.	.	21	21	69	.	8	6	31	73	56	.	48	.	69	105	21	24	47	82	60	32	29	24	24	12	2	.	39	61	174
293. Girls'	116	.	125 (a)	.	.	.	.	8	29	.	.	29	22	42	21	6	29	2	48	68	24	12	50	37	23	25	26	32	6	9	3	1	38	37	.
294. Elham, Kent. Mixed	60	.	.	.	.	.	14	14	14	.	2	4	5	26	12	15	14	15	30	30	18	14	16	30	36	12	14	6	4	2	.	2	30	28	52
295. Swingfield, Kent. Mixed	79	.	.	.	.	54	16	16	24	.	7	16	12	28	16	.	24	.	44	35	12	12	20	35	31	10	19	10	7	6	4	1	9	23	70
296. Hythe, Kent. Boys'	77	.	.	.	.	23	23	23	23	2	4	19	10	34	2	18	23	23	18	36	10	22	9	36	10	23	18	18	19	16	7	1	31	27	76
297. Bermondsey, Star Corner	239	.	.	.	.	.	43	43	43	.	35	37	.	83	30	.	67	25	47	56	27	44	33	125	101	63	55	32	19	13	7	.	195	165	250
298. Frant, Sussex. Boys'	76	.	.	.	.	12	16	12	16	.	11	9	20	15	13	.	27	18	23	17	16	30	30	16	30	5	17	11	9	2	3	.	28	25	61
299. Girls'	50	.	.	.	.	.	.	.	.	.	.	16	.	25	.	.	16	.	16	34	.	16	26	8	.	.	.	.	.	.	.	.	.	.	.	.
300. Rotherfield, Sussex. Boys'	85	.	.	.	.	.	8	2	8	.	6	8	9	43	19	.	.	.	.	19	.	23	43	19	.	.	.	.	.	.	.	.	.	.	90
301. Hartfield, Sussex. Mixed	66	.	.	.	.	.	10	10	10	.	3	10	15	33	8	.	35	13	35	16	54	24	19	23	22	17	10	16	11	11	6	8	10	35	70
302. Maidstone, Trinity. Girls'																																		

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress 6. Special.

Bermondsey, St. James's.—Inspected June 4, 1849. 1. The school is too crowded; committee-room is used as a class-room. 2. Ordinary. 6. I made no fresh recommendations of apprenticeship here, inasmuch as the late master left the school a few days after my inspection, and it is desirable that I should see it under its new government before venturing upon any further apprenticeship. The general tone of the school was not quite satisfactory when I visited it, but I have reason to hope that great improvement may be looked for. Books and apparatus not sufficient for even first three classes. Desks good enough as to repair, but ranged along the wall.

Whitstable, Boys'.—Inspected June 5, 1849. 1. Precisely as last year, excepting addition of two pupil-teachers. 2. Discipline good. 5. Of great diligence, interested in his work, and of considerable attainment. 6. The children do not begin to read in sufficiently easy books, nor proceed with suitably graduated ones; nevertheless, the school is, upon the whole, an unquestionably good one, both in respect of discipline and instruction. Books and apparatus, sufficient. Desks and furniture, good.

Whitstable, Girls'.—Inspected June 5, 1849. 1. One room, with parallel desks. Fixed rectangular class forms. Six classes, under one mistress and six monitors. 2. Discipline good. Children very neat, clean, and orderly, but painfully shy and timid. 6. The manner of the children indicates, what closer observation confirms, namely, that they are treated with a somewhat more peremptory tone of admonition than is quite judicious. This is to be ascribed merely to a mistaken notion of discipline, which experience will cure, and not at all to any unkindness of temper. On the contrary, the mistress is obviously a very well-disposed and intelligent young person, and takes much pains and interest in her school. Books, deficient. Apparatus, fair. Desks and furniture, good.

Elham, Mixed.—Inspected June 7, 1849. This school I believe to be conducted with conscientious diligence, and influenced by a good moral tone; but, no doubt, its attainment suffers considerable hindrance from the irregular attendance incidental to a labouring rural population.

Swingfield, Mixed.—Inspected June 7, 1849. 1. One large room, boarded, light, well built, divided by slides in the afternoon, but otherwise a mixed school, under master, with wife for chaperone. 2. Discipline good as to cleanliness and order; but the drill, and the facilities of manœuvre resulting from it, admit of improvement. 3. Instruction fair. More vivacity, both in command and in obedience, needs introducing here; children hang fire very much. Drill would tend to improve this. Books and apparatus, deficient. Wall desks, which they are willing to remove by grant. School embarrassed by infants.

Hythe, Boys'.—Inspected June 8, 1849. 1. One room on ground floor, brick floor, room low. Girls overhead, a *makeshift* place. Very desirable that some more competent building should be provided; funds, however, are not easily to be obtained. Apprentices can be assigned here only in the hope that some exertion will be made to improve the mechanical arrangements of the school. It appears to be conducted in a good spirit and intention, but it will require considerable energy and perseverance on the part of the master to redeem it from the inferior state of discipline and attainment in which I understand him to have found it six months ago.

Bermonsey, Star Corner—Inspected June 11, 1849. 1. One large but crowded room. No class-room. Under one master and three pupil-teachers. 2. Decidedly good. Parallel desks wanted. Apparatus wanted. Books wanted. Both general tone and instruction of the school seem to be improved since last year. Wrote upon the master's certificate—"This school is embarrassed by children who might be placed with advantage in an infant-school. It is conducted, however, with increased energy and skill, and exhibits as satisfactory a degree of discipline and instruction as, under certain disadvantages of organization and supply not under the master's control, appears attainable."

Frant, Boys'.—Inspected June 12, 1849. 1. One room, separate from girls', under a master. 2. Discipline good. 4. Instruction satisfactory. 5. Master very commendable. Books and apparatus sufficient, with readiness to supply more, if wanted. Parallel desks were putting up. Furniture sufficient. This school is under excellent influence, and it presents very promising indications of progress.

Frant, Girls'.—Inspected June 12, 1849. 1. One room, separate from boys, and under a mistress. 2. Discipline good. Clean, neat and orderly, Drilllimited. 5. A very diligent, respectable young person. 6. This is a school, in which the zealous interest taken by the clergyman justifies the expectation that its attainment will become commensurate with its pleasing moral tone and discipline. There is some deficiency of well-graduated reading-books. Wall desks, but tolerably furnished.

Rotherfield, Boys'.—Inspected June 13, 1849. 1. Two rooms opened into one since last inspection by removal of a portion of partition wall, as if for folding-doors. Mixed, under master; assisted, with regard to girls, by his sister. 2. Very clean, and well-conducted; but a varied drill would contribute to the animation of the school. 5. A person of excellent character and unassuming manners, much interested in his school. Might, with advantage, cultivate energy of manner, and acquaint himself with the various facilities and contrivances for teaching of recent introduction. 6. Clearness of articulation needs attention here. Books insufficient in number of copies, but judiciously selected. Desks against wall. Furniture sufficient. Parallel desks are proposed. The school enjoys the assiduous care of the clergyman's family.

Hartfield, Mixed.—Inspected June 13, 1849. 1. Two rooms thrown into one, making a very good room for present number. It is a mixed school, under man and wife, both trained at Home and Colonial. 2. Very creditable, but the drill might be made more lively and complete. 3. Modified national. 5. Appears quiet and intelligent, apt to take suggestions, and quite capable of adopting them. 6. This is a very creditable rural school. The cardinal subjects of instruction are very fairly attained, and religious knowledge is sedulously attended to. It appears a proper one for apprentices. Books, deficient. Maps sufficient for present. Good parallel desks, and furniture in good order.

Maidstone, Trinity, Girls'.—Inspected June 14, 1849. To report on Miss Daymond's claim to a certificate of merit. The cleanliness, good order, and attainment of this school, as well as the proficiency of the apprentices, show it to be under very good influence; and on observing the mistress's manner of conducting the school, the impression of her competency is most satisfactorily confirmed. She exhibits good sense and self-possession, without any compromise of that feminine reserve which could as little be dispensed with as intellectual ability. She has a kind, impressive manner; is not deficient in firmness; adapts her resources to the task before her; has the confidence and affection of the children; and appears to act under the influence of high religious principle.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Number of Children on the Books, aged														In ordinary Attendance.
																Paper.		Slates.																				
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 months.				
303. Godstone, Tandridge, and Oxted, Surrey.																																					
Boys' . . .	80	.	.	.	.	.	29	10	26	5	18	20	16	8	20	9	47	38	63	38	38	8	26	28	2	20	22	11	21	12	9	3	16	22	80		
304. Girls' . . .	70	.	.	.	.	.	.	.	.	.	.	14	.	27	17	.	43	43	43	16	16	27	10	17	.	17	14	24	20	9	4	.	29	34	78		
305. Mitcham, Surrey.																																					
Boys' . . .	104	.	.	.	.	37	37	37	37	3	10	16	43	55	12	.	10	22	13	49	22	13	49	20	34	20	22	23	19	10	5	3	19	22	105		
306. Girls' . . .	95	.	.	.	.	.	.	19	19	.	.	15	.	46	.	.	23	.	19	42	.	19	40	36	.	.	.	.	.	.	.	.	22	30	80		
307. Witley, Surrey.																																					
Boys' . . .	54	.	.	.	.	.	8	16	16	1	5	2	10	26	12	.	26	.	27	22	20	11	18	20	4	13	12	14	7	7	3	.	19	10	50		
308. Girls' . . .	38	.	.	.	.	.	.	.	.	.	.	.	10	12	10	.	.	.	10	22	10	.	12	16	.	.	.	.	.	.	.	.	.	.	40		
309. Godalming, Surrey.																																					
Boys' . . .	78	.	.	.	.	40	.	21	35	.	6	15	14	16	15	.	35	.	35	43	46	21	39	18	8	10	18	15	21	10	14	6	10	50	90		
310. Girls' . . .	83	20 (c)	4 (b)	82 (a)	.	.	.	35	35	.	.	25	12	37	9	.	46	.	46	37	60	25	37	21	10	20	17	25	20	19	16	6	12	40	90		
311. Infants . .	146	.	.	60	.	.	.	.	.	.	.	.	.	70	.	.	.	.	.	130	.	.	30	96	.	.	.	.	.	.	.	.	50	74	146		
312. Guildford, St. Nicholas, Surrey.																																					
Boys' . . .	79	.	.	.	.	.	10	10	10	.	.	10	10	33	32	.	19	.	31	48	15	14	39	26	49	12	8	7	2	2	1	2	31	74	72		
313. Lee, Kent.																																					
Boys' . . .	86	.	.	.	33	.	33	33	55	18	18	10	15	19	9	19	55	18	70	15	18	15	55	.	18	15	20	16	10	6	1	5	47	35	86		
314. Girls' . . .	79	.	.	79 (a)	1	1	35	49	49	2	19	16	14	15	11	7	35	19	30	30	19	16	40	4	8	20	9	14	7	12	6	5	35	22	73		
315. Eltham, Kent.																																					
Boys' . . .	67	.	.	.	.	.	.	17	17	1	12	10	18	16	12	.	40	12	35	28	7	10	34	12	23	12	26	3	7	1	1	2	20	40	64		
316. Girls' . . .	55	4 (c)	6 (b)	55 (a)	.	.	15	15	32	.	.	15	14	13	13	.	32	.	23	32	10	13	16	16	17	16	10	10	6	7	2	1	13	23	55		
317. Redhill, Surrey.																																					
Boys' . . .	45	.	10	.	.	.	12	12	24	6	6	20	12	21	.	.	12	6	18	23	12	27	33	.	3	14	18	9	4	10	6	1	9	12	45		

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Godstone, Tandridge, and *Orted*, Boys'.—Inspected June 15, 1849. 1. One room, separated by residence from girls'. Boys under a master, husband of mistress. 2. Discipline very good. 3. Modified national. 5. Zealous, trustworthy, and of excellent character. 6. I received a highly favourable impression both of the attainment and good order of the school. Books deficient in variety, but plenty of copies. Maps and globe wanted. Desks and furniture, good and sufficient.

Godstone, Tandridge, and *Orted*, Girls'.—Inspected June 15, 1849. 1. The room for girls separated from boys' by residence. Girls under one mistress, wife of the master of the boys. 2. Discipline very good . clean, healthy and cheerful-looking, and obedient. 5. A person of excellent character, and of considerable attainment and energy. 6. This school is in excellent order, and exceedingly well taught in Scripture, and in the ordinary subjects of secular instruction. Books deficient in variety, but enough copies of those in use. One additional black-board and easel wanted. Desks and furniture, good and sufficient.

Mitcham, Boys'.—Inspected June 18, 1849. 1. One very ample room, board floor, light and airy, with committee-room used as class-room. Five classes, under a master and two pupil-teachers. 2. Discipline very good. 4. Instruction satisfactory. 5. The master intelligent, good-tempered, and efficient. 6. I think the room might be partitioned with great advantage. More copies of easy books required, and a globe. Wall desks. Furniture rather scanty.

Mitcham, Girls'.—Inspected June 18, 1849. 1. Pretty good room, but no class-room. Four classes, under mistress and monitors. 2. Discipline very fair. 3. Monitorial. 4. Attainments inconsiderable at present, but likely to improve with the encouragement and assistance of pupil-teachers. Books and apparatus, deficient both in number and variety. Wall desks, and rather scanty furniture.

Witley, Boys' and Girls'.—Inspected June 19, 1849. 1. One good, light and airy room, with class-room recently thrown into it as a recess. Under one master, and pupil-teacher. 2. Discipline good. Children neat, orderly, and cheerful-looking. 4. Very fair. Writing and cyphering good. The general tone of the school highly satisfactory, which must be mainly ascribed to the cordial interest and personal attention bestowed upon it by the rector and his family. 5. The master has been here only ten weeks; appears active and intelligent, but imperfectly acquainted, as yet, with methodic teaching. There is a dame's-school attached, which answers the purpose of an infant-school. Additional reading-books were proposed. Furniture and apparatus very good.

Godalming, Boys'.—Inspected June 20, 1849. 1. One large room under girls', and much disturbed by the noise overhead, from the floor not being underdrawn. 2. Discipline good. 3. National monitorial. 5. The master intelligent, industrious, and of good manners. 6. Did not examine the school minutely, having recently done so. Numbers diminished at present by hay harvest. Books and apparatus, deficient. Desks and furniture, indifferent.

Godalming, Girls'.—Inspected June 20, 1849. 1. One room over boys', with ample ante-room. 2. Discipline good; clean, orderly, and cheerful-looking. 3. National monitorial. 5. Has been here only four weeks; seems active and intelligent. There is a deficiency of secular books. Wall desks, and bad of the kind.

Godalming, Infants'.—Inspected June 20, 1849. An infant-school, under a mistress. 2. Good. 5. Of excellent character, and mild manners. Books and apparatus suitable. Desks and furniture suitable.

Guildford, St. Nicholas, Boys'.—Inspected June 21, 1849. 1. The ground-floor of a cottage, very inadequate to the purpose. Small wall desk. Seventy-eight boys in actual attendance, under a master. 2. As good as the crowd permits. 5. Of very fair capacity and attainment, and of very commendable diligence. Apparently a person of very excellent character. 6. This is a school in which a very creditable endeavour is made under great mechanical difficulties, with quite as much success as, under the circumstances, appears practicable. But I never saw a place in which such numbers of children, crowded into a small tenement, ready to learn under a master fairly competent to teach, called louder for a new and duly-equipped school-room. Books and apparatus deficient. Desks and furniture defective.

Lee, Boys'.—Inspected June 22, 1849. 1. One room, under a master and three pupil-teachers. 2. Discipline excellent. 5. The master very painstaking. 6. A very satisfactory and improving school. Books deficient, a grant is proposed. Wall desks. Furniture sufficient.

Lee, Girls'.—Inspected June 22, 1849. 1. One room, separate, and under a mistress and pupil-teachers. Discipline excellent. 4. Instruction very satisfactory. 5. The mistress very unpretending as to her own attainments, which, however, are enhanced in an unusual degree by the industry, tact, and power of teaching with which she makes them available, so as to entitle her to a highly creditable estimate; and the general condition of the school must be pronounced very commendable. Books deficient, a grant proposed; wall desks; furniture sufficient.

Eltham, Boys'.—Inspected June 25, 1849. 1. As last year. 2. Fair; books and apparatus sufficient; desks made parallel since last inspection; furniture sufficient.

Eltham, Girls'.—Inspected June 25, 1849. 1. As last year. 2. Very fair. 5. Active, intelligent, and painstaking. 6. This school has very much improved under the additional pains that have been bestowed upon it during the last year. Books, apparatus, desks and furniture, all sufficient.

Redhill, Boys'.—Inspected June 26, 1849. 1. Boys' room separated from infants' and girls'; furnished with gallery. 2. Discipline and instruction very satisfactory. 6. This master is one of the few who are careful, in the children's reading, to secure accuracy of articulation, and other trivial details, with very good effect. There is an infant-school, which insures that the lowest boy, in this school can read; books and apparatus sufficient; wall desks, and a gallery, to which the wall desks might be advantageously transferred.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield — *continued*.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged										Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
																Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.															
318. Newington, Trinity. Boys'	141	.	.	.	.	12	36	36	36	6	30	17	10	57	21	4	76	30	69	21	.	42	56	41	36	34	26	24	18	12	10	2	.	.	141
319. St. Martin's-in-the-Fields. Boys'	253	46	.	.	.	119	88	88	151	49	85	39	63	71	46	100	151	49	102	71	49	39	134	31	34	40	32	36	44	30	6	86	94	250
320. Trescoe, Scilly Islands. Boys' and Girls'	81	.	.	4 (d)	.	.	23	45	45	23	.	22	.	23	11	.	81	23	37	21	10	35	23	11	.	.	.	.	.	.	.	.	12	16	80
321. Infants'	43	.	.	.	.	.	.	.	.	.	.	.	.	.	7	.	.	.	.	.	.	12	23	8	51	2	.	.	.	.	.	.	.	.	53
322. St. Agnes, Scilly Islands. Boys'	24	.	.	.	.	.	11	11	20	.	4	7	9	.	4	.	20	.	11	4	11	9	.	4	.	.	.	.	.	.	.	.	.	4	.
Infants'	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	15	
323. St. Martin's, Scilly Islands. Girls' and Boys'	33	.	.	.	.	.	.	.	15	8	7	.	.	8	10	.	23	.	23	10	15	8	10	.	.	.	.	.	.	.	.	.	.	.	.
Infants'	19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	20
324. St. Mary's. Mixed	104	.	.	.	.	30	27	.	92	13	14	32	19	14	.	.	92	.	92	.	59	17	28	.	.	.	.	.	.	.	.	.	28	21	108
Infants'	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
325. Croydon. Boys'	127	.	.	.	.	26	26	19	42	2	2	20	4	34	21	12	42	51	34	23	20	8	26	67	42	36	28	16	18	12	5	1	90	95	116
326. Brighton Central. Boys'	226	.	.	.	.	57	113	113	113	8	16	58	19	55	42	41	72	57	93	76	57	38	55	76	79	54	45	43	26	14	6	5	202	181	220
327. Girls'	193	.	.	239 (a)	.	.	47	47	47	.	.	47	55	33	81	.	80	30	80	95	30	61	35	79	106	40	28	21	22	20	6	3	142	143	180

Newington, Trinity, Boys'.—Inspected June 27, 1849. A well-lighted room, under girls'. One master and three pupil-teachers. 2. Discipline good. 5. The master a well-informed, diligent, and conscientious person, but might place his instruction on a homelier level with advantage. The boys knew the distance between the Earth and Uranus, but not between London and York. 6. The reading is defective; in all the classes I found it slipshod and careless; the large classes and consequent few recurrences of turns for reading will partly account for this, but it might be in great measure amended; the writing is good; books and apparatus sufficient; desks and furniture good.

St. Martin's-in-the-Fields, Boys'.—Inspected June 29, 1849. This school was examined with reference to seven pupil-teachers, all of whom acquitted themselves satisfactorily. The discipline and instruction of the school generally appeared also in a very satisfactory condition.

Trescoe, Boys' and Girls'.—Inspected July 3, 1849. 1. Mixed school, under master assisted by his wife, with pupil-teachers. 2. Good, but deficient in drill. 5. Very commendable for intelligence and unassuming ability. 6. The children read so well, and are so intelligent, that it would be both practicable and worth while to make them read with more refinement of emphasis and articulation. In respect of good order, intelligence, and attainment, this is one of the most pleasing and satisfactory schools that I have ever seen. At present the girls do not learn sewing, &c., except at home. Books and apparatus deficient, but more promised; good parallel desks.

Trescoe, Infants'.—Inspected July 3, 1849. 1. Good structure, under mistress. 2. Good. 6. This seems a very orderly school, and in a gratifying state of efficiency; books and apparatus good; desks and furniture sufficient.

St. Agnes, Scilly Islands, Boys' and Infants'.—Inspected July 4, 1849. The first class answered questions on ancient geography and history with considerable accuracy; but upon homelier subjects exhibited a want of knowledge scarcely less surprising; on the whole it seemed that the teaching, though reflecting credit on the diligence and information of the master, was somewhat too ambitious. The moral tone of the school appeared quite satisfactory.

Scilly Islands, St. Martin's, Girls', Boys', and Infants'.—Inspected July 4, 1849. Short of reading-books; parallel desks, but not good ones, too steep. 2. Discipline good; very clean, orderly, and nice-looking children. Mixed, boys and girls under a master. A very pleasing school, and of satisfactory attainment.

Scilly Islands (St. Mary's), Mixed.—Inspected July 4, 1849. 1. A mixed school, under a master with assistant. 2. Indifferent; deficient in mildness and decision; more noisy command than quiet obedience. 5. The intellectual attainment of this school is very fair, but its discipline, and the general tone apparent in the deportment of the children, are not such as to leave on my mind the pleasant impression received in the other of these islands. The master is a person of ability and energy; and will, I feel confident, endeavour both by precept and example to inculcate something of that modest courtesy and gentleness of manner which, without any compromise of independence, it is so important to infuse into the character of his scholars.

It is impossible to quit these islands without desiring to record, in terms of cordial satisfaction, the practical and vigorous manner in which their educational interests have been considered by the proprietor, Augustus Smith, Esq.; the efficient means which have been adopted and the promising degree of success which has followed their adoption, and seems likely to contribute so largely to the happiness and best interests of this secluded but intelligent community.

Croydon, Boys'.—Inspected July 17, 1849. 1. One hundred and twenty-seven boys in one good room, and class-room, under a master, and two pupil-teachers who have been appointed only six months, and with whose assistance some improvement in the organization may be looked for. 2. Moderate; drill deficient in promptitude, variety, and precision. 5. Industrious and intelligent, but might with advantage seek hints for more ingenuity and contrivance in teaching. 6. The three lower classes ought to be in an infant-school; they are an encumbrance to this, and do not appear to be spending their time so advantageously (as to elementry acquirement) as they might where an undivided attention could be bestowed on the rudiments of instruction; books and apparatus sufficient by recent grant; wall desks. There is a gallery on which the desks might easily be placed, parallelwise.

Brighton, Central, Boys'.—Inspected July 18, 1849. 1 and 2. One large room, with one class-room. The great size of this school-room is adverse to silence and discipline. The apprentices do not seem quite attentive enough to the discipline of their respective classes; in other respects they acquit themselves very commendably. The method is that of Chelsea Model School. The master is a person of considerable zeal, attainment, and ability, and acquits himself in a highly creditable manner. 6. The only books used here are those of the Society for the Promotion of Christian Knowledge, which are supplied gratis, because sermons are preached here for that Society annually. That series is somewhat deficient in a well-graduated variety of really easy and interesting elementary reading-books; the consequence is that the lower classes have nothing between a too easy and a too difficult book to read in; this is a serious disadvantage. The room might be very advantageously divided across, and one division thus made into two more class-rooms. The room, as at present conducted, is exceedingly noisy; not so much from want of ordinary discipline as that the noise of so vast a number of boys cannot be kept down without much more than ordinary discipline; nor is that severe restraint desirable which would be needful to keep silence in so large a number. Books sufficient in quantity, but in quality not well adapted to the various capacities of the children; good desks. The moral tone of the school is very good; its instruction very fair, and would be better but for defects which are chiefly mechanical, and incidental to the vast size of the school. The apprentices passed a highly creditable examination.

Brighton, Central, Girls'.—Inspected July 18, 1849. 1. One large room with class-room, under one mistress, one assistant, and four pupil-teachers. The appearance of the girls in this school is neat and creditable, but the attainments of the school fall short of what might fairly be expected in one of so much importance.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning								Number of Children learnin Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged												Admitted within the last 12 months.	In ordinary Attendance.
																Paper.		Slates.																		
		Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition. From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 months.				
328. Brighton, Warwick Street.																																			
Boys'	121	2	.	.	31	50	30	30	30	5	23	25	38	22	34	.	68	17	73	34	5	25	29	65	39	23	13	24	18	14	10	4	94	104	104
329. Girls'	87	.	2 (b)	90 (a)	.	.	20	41	26	2	7	26	8	45	16	9	41	16	25	17	20	26	32	29	28	14	20	24	14	8	1	4	44	60	84
330. Westbourne, Sussex.																																			
Boys'	47	.	.	.	.	.	.	17	17	.	3	1	13	21	13	.	17	4	25	16	7	10	8	22	22	4	6	9	6	2	1	4	.	21	40
331. Girls'	83	8 (c)	10 (b)	83 (a)	.	6	16	24	24	.	1	22	2	38	5	4	31	6	41	19	24	9	29	.	37	12	13	6	8	7	4	1	16	14	80
332. Chichester.																																			
Boys'	145	.	71	43	.	.	50	33	50	15	5	30	33	52	168	46	72	46	91	11	.	61	41	43	50	26	41	36	38	30	11	8	82	85	180
333. Girls'	115	8 (c)	38 (b)	115 (a)	.	.	30	46	46	1	3	31	26	39	17	4	46	22	74	79	30	16	28	41	43	21	31	18	20	8	5	10	88	82	122
334. Hastings, St. Mary's.																																			
Boys'	110	.	.	.	.	.	20	51	51	.	6	35	15	31	38	.	72	20	31	59	20	11	48	31	16	23	28	16	16	15	1	3	45	48	103
335. Girls'	77	.	29 (b)	77 (a)	.	.	.	29	29	.	2	29	27	16	12	27	29	27	29	56	71	19	26	32	14	24	15	24	15	14	2	5	16	53	80
336. Hastings, St. Clement's and All Saints.																																			
Boys'	155	.	.	.	.	14	34	81	81	.	16	18	.	94	27	.	81	24	57	47	15	43	23	74	52	41	32	25	18	8	4	4	76	86	156
337. Girls'	109	.	.	109 (a)	.	12	.	.	.	.	1	6	26	41	31	.	72	.	26	83	41	26	41	42	50	21	23	21	16	15	9	3	.	.	113
338. Barham, Kent.																																			
Boys'	73	1	1	.	.	22	12	22	22	4	5	8	9	18	17	4	22	.	22	51	12	12	28	18	44	12	9	9	4	2	1	1	16	20	.
339. Girls'	47	.	45 (a)	.	.	.	.	3	3	.	.	.	.	28	.	.	9	.	13	34	11	13	15	19	29	5	9	8	3	4	1	3	17	12	43
340. Teston, Kent.																																			
Boys'	46	.	2	.	6	.	13	23	10	12	1	7	2	17	10	9	23	13	10	23	13	10	9	4	4	9	9	6	8	5	4	3	11	10	44
341. Girls'	42	.	.	.	.	.	.	.	.	.	.	12	.	5	.	.	.	.	17	10	.	10	14	18	.	.	.	.	.	.	.	.	.	.	.	42

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Brighton (*Warwick Street*), Boys'.—Inspected July 19, 1849. 1. Not well ventilated. 2. Fair. 5. Of St. Mark's; seems active and interested in his schools but might, by a better economy of time and resources, bring it to a better degree of attainment. In a natural desire to make it appear to the best advantage, humble and elementary attainments have been a little overlooked, without the higher being realized. 6. The books here, as at the Central School, are exclusively those of the Society for the Promotion of Christian Knowledge, which, though they contain a good deal of valuable information, are not the best adapted for learning to read; the consequence is that the lower classes read not nearly as well as they otherwise might. Books sufficient in number, but not in quality: parallel desks; scanty furniture.

Brighton, Warwick Street, Girls'.—Inspected July 19, 1849. 1. One room over boys', under a mistress and two pupil-teachers. 2. Discipline excellent. 5. A very commendable, right-minded, unassuming person, of good ability in the ordinary work of schools. 6. What this school pretends to, is well and honestly done. The children are very clean, orderly, and happy-looking, and the attainment is of good practical quality. They are very well instructed in Holy Scripture. A decidedly satisfactory school. Books and apparatus (see boys' report), same deficiency here. Desks and furniture sufficient.

Westbourne, Boys'.—Inspected July 23, 1849. Recent illness among teachers and scholars has tended a little to disorganize these schools, and to prevent them from appearing to the best advantage at the present time. They are looked after by the clergyman with unremitting assiduity, and are characterized by a very good moral tone. The apprentice to receive his stipend.

Westbourne, Girls'.—Inspected July 23, 1849. Very neat, cheerful looking, and well-behaved children. 5. The mistress prevented by illness from attending the school on the day of inspection. Books and apparatus not sufficient at present; an addition is proposed. Wall desks of indifferent quality. The apprentices in both schools have acquitted themselves creditably, and an additional one is placed in the girls'.

Chichester, Boys'.—Inspected July 24, 1849. A very ample room, airy and light, and apparently healthy; under a master, assisted by four pupil-teachers. The master would do more justice to his school if he took a somewhat homelier estimate of what it is desirable for it to attain, and a more correct one of what it has actually attained. He is animated by a laudable anxiety for its reputation and success, but might advantageously guard against overshooting the mark of accurate and practical instruction. His apprentices acquitted themselves to his credit and their own. Books and apparatus deficient in number and variety. An application for grant is proposed. Desks and furniture insufficient and indifferent.

Chichester, Girls'.—Inspected July 24, 1849. 1. A school separate from boys', under a mistress and four apprentices. 2. Discipline excellent. 5. The mistress, a very commendable person, and likely to exercise a desirable influence over the girls'. 6. Reading very good. Writing and arithmetic average. Of books and apparatus, a greater variety is desirable. Wall desks indifferent.

Hastings, St. Mary's, Boys'.—Inspected July 26, 1849. 1. A separate school under a master. 2. Discipline very good. 3. Modified national. 5. The master, Mr. Barnes, a person of excellent character and moral influence. 6. This school is in a very satisfactory condition. The work is done cheerfully, promptly, sensibly, and well. No exaggeration of attainments by the master, and more intelligence and discipline than usual in the boys. Some deficiency of secular books for lower classes. Desks and furniture excellent.

Hastings, St. Mary's, Girls'.—Inspected July 26, 1849. 2. Excellent. Children clean, orderly, and cheerful. 5. A very unassuming, frank, and promising teacher. 6. Rather deficient in secular reading books. Wall desks, but good of the kind.

Hastings, St. Clement's and All Saints', Boys'.—Inspected July 25, 1849. 1. One room. This school is built on a hill-side, and exposed to the wind, which is very noisy; too small for the numbers. 2. As good as an overcrowded school with mechanical disadvantages allows. 5. Active, intelligent, unassuming, and efficient. Deserves more mechanical advantages than he enjoys at present. 6. Wants imperatively more room, at least a class-room. Deficient in secular reading-books. Wall desks should by all means be changed.

Hastings, St. Clement's and All Saints, Girls'—Inspected July 25, 1849. 1. One room over boys'. No class-room. Wall desks. Exposed to wind, which shakes the windows very noisily. 2. Discipline admits of improvement, both as to the personal neatness and demeanour of the girls. 3. A modification of the Central School method. 5. A young person of good manner and attainment, and of considerable promise; should be allowed more mechanical advantages in her school than she at present enjoys. 6. This school appears to have fallen into a very indifferent condition before the present mistress's accession. It is rapidly improving; but very much requires enlargement, class-room, parallel desks, and supply of interesting secular reading books.

Barham, Boys'.—Inspected July 30, 1849. 1. Separate from girls', and under a master. 2. Good. 5. Competent. 6. This is a very creditable school, in which great interest is taken; and one of whose usefulness as a rural school, its absolute attainment considered irrespectively of its local circumstances, would not be an equitable measure. The clergyman takes very kind concern in its welfare, and wishes to do everything for it that is practicable. It is one on which every encouragement would be well bestowed. Books and apparatus moderate. Wall desks, but want of room would at present make it difficult to alter them.

Barham, Girls'.—Inspected July 30, 1849. 1. One room separate from boys' under mistress. 2. Children very clean and orderly, and cheerful looking. 5. A very kindly-disposed and unpretending person. 6. Books and apparatus sufficient in number, but deficient in variety. Wants an easel, maps, and a globe. Wall desks.

Teston, Boys'.—Inspected August 1, 1849. 1. A room separated from girls' by a dwelling-house. Excellent building; board floor; ceiled roof. 2. Good. Cheerful, honest-looking boys. 3. Modified national. 5. Industrious, frank, and intelligent. 6. This is a very gratifying school, of good attainment, and influenced by a good moral tone. Books few, and not of the best selection. Wall desks, scanty and not well sloped. Forms not convenient; too high.

Teston, Girls'.—Inspected August 1, 1849. This is a school of homely attainment; but the first class read and write nicely, and cypher tolerably. The girls are clean, neat, and well behaved.

K 2

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
342. Ightham, Kent. Boys' and Girls'	136	.	.	.	.	.	15	22	22	5	4	27	2	43	27	12	46	12	15	99	57	57	58	56	33	25	26	28	13	10	6	9	15	25	100
343. Plaxtol, Kent. Boys' and Girls'	80	.	.	.	.	.	17	17	17	.	7	10	.	16	21	.	30	.	17	37	.	11	22	47	.	.	.	.	.	.	.	.	.	.	95
344. Southwark, St. Mary's. Boys'	153	.	.	.	.	.	.	40	40	.	16	6	4	75	40	.	20	.	40	110	12	28	17	93	66	43	34	42	21	10	6	1	200	196	175
345. Battle, Sussex.* Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
346. Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
347. Hurstmonceux, Sussex. Boys'	54	.	.	.	.	.	14	14	14	2	7	5	9	17	12	.	22	21	33	21	20	14	19	21	19	18	9	8	9	5	3	1	24	46	58
348. West Firle, Sussex. Mixed	50	.	.	.	.	.	.	7	1	.	1	8	11	22	.	.	27	.	27	12	10	5	12	23	23	16	8	13	9	7	4	2	37	24	50
349. East Farleigh, Kent. Boys'	96	.	.	.	.	.	23	23	28	11	10	17	18	15	25	23	33	.	15	58	15	23	18	40	52	14	22	10	14	6	5	1	23	54	93
350. Boxley, Kent. Boys' and Girls'	65	.	60 (a)	.	.	15	6	17	17	.	1	16	4	14	12	6	35	20	35	30	28	27	24	14	20	15	13	22	16	8	4	.	25	24	75

* The tables of this school were left in the hands of the managers for completion, and have not been returned.

(a) To sew or knit.

Ightham, Boys' and Girls'.—Inspected August 2, 1849. 1. One room; thatched roof, not under-drawn; brick floor. Boys and girls mixed, under master, whose wife also teaches to a certain extent, and superintends girls' work. Nothing but a new school could remedy the mechanical defects of the present. 2. The discipline is as good as the overcrowded state of the school and mechanical disadvantages permit. 3. The master is intelligent and industrious. 6. This school-room is small and somewhat dilapidated, and totally inadequate to the number of children, which by the active zeal of the clergyman are assembled. A new school, however, is projected, and in the hope of this project being soon realized, every encouragement to the exertions that are making under existing disadvantages will be worthily bestowed. Books scanty and not well selected. Desks and furniture indifferent. Slates wanting.

Plaxtol, Boys' and Girls'.—Inspected August 2, 1849. 1. A room separated from girls, by folding-doors; under a master. 2. Fair. 6. The amount of attainment here seems to me to suffer from want of secular reading judiciously adapted to the capacities of the children. All classes are reading, what without being very high, yet seems to be above their comprehension. Desks against the wall, but good of the kind.

Southwark, St. Mary's, Boys'.—Inspected August 7, 1849. My object in visiting the school was to report upon it with reference to the claim of Mr. Pringle, the late master, to an annual augmentation of salary, conditional upon a favourable inscription being periodically recorded upon his Certificate of Merit. He fell ill in the week which had been proposed for my visit, and I was unable to effect it till after his decease. His loss was severely felt and deeply deplored. I wrote upon his certificate as follows:—"St. Mary's, Southwark, August 7, 1849. If this inscription had been written three weeks earlier, it would have referred to an intelligence and energy still in apparently unimpaired activity. It would have recorded the laborious industry—the unusual attainment—the professional devotedness—the clear integrity which still continued to sustain the credit and confirm the equity of this Certificate of Merit—the highest hitherto awarded. It would have implied, if not expressed, a cordial hope that these qualifications might long be spared to the cause in which they were so zealously and usefully embarked. But it has pleased God suddenly to defeat this hope for the fulfilment, it may be humbly trusted, of a better. And the official record upon this Certificate, which might so short a time since have been read by its possessor with a gratified and honourable pride, has now to shape itself into this tribute to his memory. He died of brain fever, on the 26th of July, 1849, aged 31 years."

Battle, Boys'.—Inspected August 8, 1849. Excellent buildings, airy, well lighted, and very pleasantly situated. Boys' room separated from girls' by residence. The school is very indifferently supplied with books and apparatus. The attainment is scanty. The master, a very worthy, sensible, and industrious person, anxious for his school, but partially acquainted with method, and ill supplied with the mechanical accessories indispensable to an efficient school.

Battle, Girls'.—Inspected August 8, 1849. Much the same as boys'.

Hurstmonceux, Boys'.—Inspected August 9, 1849. 1. A boys' school, under master, who is a person of excellent character and disposition, and very good acquirement. Should cultivate energy, and make a great point of acquiring and communicating to his apprentices the art of methodic teaching. The interest taken in this school by the parochial clergy entitle it to peculiarly favourable consideration. Books and apparatus scanty. Desks removed from the wall, and placed parallel since last year. Wrote upon the master's certificate—"A little more energy and method, assisted by a more adequate supply of books and apparatus, would soon bring this school to the degree of discipline and instruction, which the attainment, high principles, and amiable disposition of the master had led me to expect."

West Firle, Mixed.—Inspected August 10, 1849. Very well-built school; board floor; wall desks; mixed, under master; girls' superintended by master's wife. 2. Very fair. Children neat and cheerful looking; a little more vivacity of drill might be introduced with advantage. 5. Intelligent, active, frank, and unassuming, and likely to do justice to an apprentice. 6. The inspection took place under very unfavourable circumstances; the school having broken up the day before, and the minds of the children being relaxed by a very happy school festivity; but all that I saw exhibited very gratifying indications. Books scanty; but application for grant is projected. Furniture sufficient. Desks against the wall; but managers are willing to change.

East Farleigh, Boys'.—Inspected August 14, 1849. Recommend stipend to two apprentices, and election of one new candidate. Wrote upon the master's certificate—"I regret having been casually hindered from recording upon this certificate at the proper time the favourable impression which I had received of the attainment in this school, and of the zeal with which it was conducted by Mr. Collard during the year ending Christmas, 1848; and I am gratified to find it at the present date, and on the second years' inspection, sustaining that impression.

Barley, Boys' and Girls'.—Inspected August 15, 1849. 1. Mixed school. Since last visit the mistress has married Mr. Orford, a certificated master, who is now the master of this school, the mistress assisting in needlework. 2. Very good. Very clean and orderly. 5. Retains the apprentices with the understanding that the master assists (in her presence) in their instruction. 6. Wrote upon the master's certificate—"This school appears to be conducted with diligence and zeal. It exhibits fair attainment, with very pleasing discipline." It is much improved, as well as the three apprentices, since last year. Books and apparatus ample. Desks and furniture good.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	From Copies.	Slates: Abstracts or Composition, From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged 7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
351. Maidstone, Trinity Church, Model. Boys'	162	5	9	1	170	36	24	16	24	20	16	29	40	52	65	20	36	30	97	65	24	12	61	65	46	30	30	38	29	20	6	1	112	102	170
352. Girls'	.	.	58 (b)	78 (a)	.	30	58	128	100	.	2	58	100	38	12	20	58	30	108	70	100	100	38	40	.	.	.	.	.	.	.	.	.	.	120
353. Infants'*	130	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	130
354. Maidstone, All Saints. Boys'	192	3	.	.	.	54	29	106	106	13	16	25	34	80	18	36	62	24	50	72	24	25	79	59	78	48	39	39	40	5	2	.	185	215	180
355. Girls'	169	.	.	.	.	.	.	33	33	.	7	26	.	112	.	.	42	.	113	56	33	42	54	40	.	.	.	.	.	.	.	.	.	.	.
356. Ham†, Surrey	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50	.
357. Gravesend and Milton, Kent Boys'	145	.	.	.	.	30	30	30	48	.	12	18	18	41	18	6	68	30	18	97	28	20	41	56	31	32	44	19	21	15	7	4	66	82	150
359. Higham, Kent. Boys'	50	1	1	.	.	.	.	16	.	2	5	3	11	11	.	.	17	.	16	34	.	6	21	23	29	14	6	11	3	4	4	2	17	24	50
359. Girls'‡	40	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50
360. S. Lambeth, Surrey. Girls'	40	30 (c)	40 (a)	.	.	4	8	25	25	.	.	7	3	18	11	.	25	12	20	16	24	28	5	10	9	9	4	8	8	3	2	1	52	90	43
361. Farnham, Surrey. Boys'	75	.	35	.	8	25	35	21	37	15	14	23	.	20	18	.	57	79	49	26	11	26	16	22	19	19	25	19	12	15	9	2	25	49	90
362. Sydenham, Kent. Boys'	75	.	.	.	.	75	21	21	31	4	4	13	.	32	21	.	.	.	10	44	.	21	33	21	.	.	.	.	.	.	.	.	30	37	88

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

* Tables not completed. † Tables left in the hands of managers, who have not returned them at time of making up this report. ‡ Tables inadvertently mislaid.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Maidstone, Trinity Church, Model, Boys'—Inspected August 15, 1849. Examined apprentices. Wrote upon the master's certificate—"This schoolmaster evidently possesses considerable experience, energy, and skill, which seem to be employed with candour and integrity; and his school exhibits proportionate attainment." As is so often the case in large schools, reading is the weak point. It seems to me that the books might be more judiciously graduated and adapted to the several classes.

Maidstone, Trinity Church, Girls'.—Inspected August 15, 1849. 2. Excellent. 6. I visited this school a short time ago (see page 121), with reference to certificate of merit, and have examined it now no further than to hear the apprentices teach. Books and apparatus ample. Desks and furniture good.

Maidstone Trinity Church, Infants'—Inspected August 15, 1819. 2. Good 5. Mistress of moderate attainment, but good tempered and active, and would do her best with pupil-teachers. 6. I had not time to examine this school minutely, but it seemed to be doing its work efficiently. Books and apparatus, desks and furniture, good.

Maidstone, All Saints, Boys'.—Inspected August 16, 1849. Discipline good. Instruction very much improved. Master decidedly commendable. 6. I think this school can scarcely be healthy. The ceiling is very low, the premises confined, and the stench abominable; too great stress cannot be laid on the necessity for a new school. Books and apparatus fair. Desks and furniture improved since last visit. Wrote on the master's certificate—"This school seems to me to be conducted with unpretending energy, intelligence, judgment, and integrity; and to exhibit highly satisfactory discipline and attainment."

Maidstone, All Saints, Girls'.—Inspected August 16, 1849. 5. The mistress is painstaking and well informed, but should acquaint herself more with methods and ingenuities of teaching. Wrote upon the mistress' certificate—"The discipline of this school is very satisfactory; the writing good; and the reading and ciphering mechanically fair; and there is reason to hope that the two latter will ere long become characterized by more intelligence and accuracy."

Ham.—Inspected August 20, 1849. Inspected with reference to an apprentice.

Gravesend and Milton, Boys'.—Inspected August 21, 1849. 1. Good large L shaped room; 11 desks holding 72 comfortably; tolerably ventilated. There is a girls' school overhead, the floor of which is noisy. There is no play-ground. 6. The school is so very noisy from its position with regard to the street, that a wood pavement would be a great advantage. Books and apparatus sufficient. Desks and furniture good. Examined apprentices, who acquitted themselves creditably.

Higham, Boys'.—Inspected August 22, 1849. 1. A new and well-built school. Boys' separated from girls' by green curtain. Clean, and well ventilated and drained; board floor. 2. Fair. 3. Not much of any kind. 4. Moderate at present, but may reasonably be expected to improve. 5. Seems a well-disposed and active person. 6. Harvest time, and numbers consequently few. Slates deficient. Books deficient in number and variety. Desks good. Wants globe, black-board, and easel. Recommended one boy for apprenticeship.

Higham, Girls'.—Inspected August 22, 1849. A school of very pleasing appearance. Children very neat and well conducted. Instruction suffering a little from unsettledness of present arrangements.

South Lambeth, Girls'.—Inspected August 23, 1849. 1. A room over infants' under a mistress. 2. Remarkably clean and orderly. 2. Home and Colonial modified. 5. Miss Gunton conducts her school with great diligence, and with candour and integrity. The attainment seems fair: and at all events the good order and habits evidently compensate a good deal for want of actual attainment. 6. This school is almost exclusively managed by a committee of ladies. It exhibits several gratifying symptoms of painstaking and good influence being exercised upon it. I should not hesitate to place a pupil-teacher in it experimentally. A grant of books is to be applied for. A globe desirable. Desks and furniture good. Selected a girl for apprenticeship.

Farnham, Boys'.—Inspected August 24, 1849. 1. A plain room, well lighted, but indifferently ventilated; floor boarded. 2. Ordinary. 4. Instruction improving. 5. Mr. Martyn; intelligent, active, well informed. 6. Harvest time; numbers consequently much reduced at present. Books insufficient in variety and number. Wants maps and globe, black-boards and easels. Desks have been converted into parallels since last inspection. Wrote on the master's certificate—"Mr. Martyn appears to be conducting this school with intelligence, integrity, and energy, and with satisfactory success." Selected two candidates for apprenticeship.*

Sydenham, Boys'—Inspected August 27, 1849. 1. One room over girls', with small classroom; light, and fairly ventilated. The whole township is said to be ill drained. Girls' under master's wife in the room beneath. 2. Discipline good. Considerable precision and uniformity of movement, and an orderly and obedient tone pervading the school. 5. The master seems a person of good sense and excellent character, spoken of exceedingly well by the clergyman. He is evidently diligent, zealous, and of considerable ingenuity and resources. 6. This school is taken great pains with, but has been deterred from the progress, which I think it would have made, by deficiency in quantity and ill adaptation in quality of books. Meantime it is under a decidedly favourable influence, and I have seldom seen one where a little judiciously selected secular reading is more wanted, or would be turned to greater advantage by the master. Books and apparatus scanty, but a grant is proposed. Parallel desks have been adopted since last visit.

* P.S. Considerably improved since this Report was made.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
363. Chatham, St. John's. Boys'	81	10	10	.	.	.	27	27	41	.	16	11	7	36	11	.	55	27	14	40	27	14	14	26	.	.	.	.	.	.	.	.	80	85	.
364. Girls'	75	.	28 (b)	66 (a)	.	.	.	26	26	.	.	7	6	28	25	.	44	.	41	25	.	34	21	11	22	7	7	18	10	9	3	1	60	96	76
365. Rochester, St. Nicholas. Boys'	58	.	.	.	.	.	31	43	43	.	.	11	10	31	6	.	31	.	43	15	11	.	32	15	13	21	29	13	7	3	2	.	15	103	75
366. Girls'	59	.	.	74 (a)	.	.	19	19	19	.	9	.	.	36	13	.	30	.	27	32	9	.	30	18	11	13	12	11	16	5	9	2	21	95	60
367. Kennington Oval. Boys'	161	.	.	.	.	.	.	23	33	3	21	9	24	56	58	33	12	33	80	58	33	29	29	80	92	29	24	26	17	9	1	1	126	272	197
368. Southwark, St. George's.* Boys'	200	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					.	.	.	.	.	.	.
369. Girls'																																			
370. Kennington Oval. Girls'	113	.	113 (b)	.	.	.	.	12	45	.	.	32	.	34	48	.	32	.	27	32	32	45	21	47	72	20	25	14	12	8	1	.	.	+	.
371. Camberwell, Camden District. Boys'	98	.	.	.	20	98	20	20	49	3	11	40	.	27	17	.	59	21	53	25	38	93	35	25	.	.	.	.	.	.	.	.	105	100	120
372. Girls'	71	.	45	.	.	.	18	45	45	.	4	7	20	26	18	.	45	.	45	26	53	18	35	18	.	.	.	.	.	.	.	.	53	69	62
373. Woolwich. Boys'	219	1	.	.	.	.	24	53	71	4	10	39	11	54	103	.	89	.	89	130	.	36	105	87	77	63	33	40	24	9	11	3	215	234	210
374. Girls'	139	.	.	139 (a)	.	.	.	4	23	.	2	29	5	59	14	24	23	.	23	116	.	40	34	65	54	28	35	21	27	8	3	2	89	92	127
375. Southwark, St. Peter's. Juvenile and Infants, Mixed	250	.	.	.	.	.	.	.	40	.	.	.	.	20	50	.	.	.	6	30	.	30	40	180	.	.	.	.	.	.	.	.	.	.	250

(a) To sew or knit. (b) To cut out and make clothes. * Tables left in the hands of the managers.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Chatham, St. John's, Boys'.—Inspected August 28, 1849. 1. Boys' school separated from girls' by folding-doors. Space insufficient. 2. Discipline good. 3. The master very commendable for intelligence and adroitness, and the interest he takes in his work. 4. The instruction at this school is decidedly good, and it is much to be lamented that it is not more spiritedly supported in respect of funds. Books and apparatus fair. Desks and furniture indifferent.

Chatham, St. John's, Girls'.—The mistress here has been recently appointed. Seems very desirous to do her duty. The school suffers under the discouragement of very insufficient funds. Its discipline is creditable; but its attainment inferior to what, with the assistance and stimulus of a pupil-teacher, and the more methodic system likely to be incidentally introduced, may be expected. Books and apparatus deficient. Desks, &c., indifferent.

Rochester, St. Nicholas, Boys'.—Inspected August 28, 1849. 2. Good. 3. Very able, and rightly disposed. 6. This is an unfavourable term for taking the numbers of this school, many being absent at harvest, and possibly some at a neighbouring fair. The school, moreover, has been opened very recently. There is an attempt to introduce the sons of tradesmen here, paying weekly 6*d.* each. There are about eight at present. Books and apparatus hardly sufficient. Desks and furniture good.

Rochester, St. Nicholas, Girls'.—Inspected August 28, 1849. 2. Very good. 3. Seems very desirous to do well for her school. 6. This school has been formed only since April last. The classes read pretty fairly, but do not exhibit much intelligence. I look, however, for great improvement in both schools, under the excellent auspices which they enjoy in the cordial and efficient interest taken in them by the parochial clergy. Books and apparatus deficient. Desks and furniture good.

Kennington Oval, Boys'.—A class-room, 19 feet by 23 feet, has recently been added to the east end of the school by the munificence of Thomas Hill, Esq., a member of the committee, much to the advantage of the school. The discipline and instruction of this school continue to reflect much credit upon Mr. John Hay, the master, who is a person of great integrity, energy, and kindness, and of considerable experience and skill in his profession. Himself and scholars are mutually attached. He receives valuable assistance from his wife in the management of the school. Recent holidays and prevailing sickness have reduced the numbers in attendance below their true average for the present. The premises are indifferently drained. Books insufficient, both as to number and selection. Maps and globe wanted. Good desks are in progress.

Southwark, St. George's, Boys'. — Inspected September 5, 1849. Examined with reference to candidates; who, however, have yet to be individually examined. The school is improved in organization, in discipline, and instruction, since last inspection; and under the present master still further improvement may be hoped for.

Southwark (*St. George's*), Girls'.—Inspected September 5, 1849. The discipline of this school is satisfactory; and, in the intelligence and attainment of the children, I hope that the recent accession of a supply of books may lead to considerable improvement.

Kennington Oval, Girls'.—Inspected September 3, 1849.—3. The mistress is Miss M. Marchant; zealous, intelligent, and painstaking; must seek opportunities of improving in method, and she will become a valuable teacher. 6. Books and apparatus insufficient, but there seems a readiness to apply for grant. Improved desks are in the course of progress. Wrote upon mistress's certificate—"A little more self-possession and method, with the assistance of a more competent supply of books and apparatus, will be requisite to bring this school to a degree of discipline and attainment commensurate with the general qualifications of the mistress; meantime it is much improved since last inspection."

Camberwell, Camden District, Boys'. — Inspected September 6, 1849.—2. Good. 6. I have to record an unusually satisfactory impression of this school. Reading, writing, and arithmetic very good; intelligence and general information very gratifying; a good deal of well-selected verse is committed to memory; a general tone of good sense and cheerfulness pervades the school; books and apparatus not sufficient, a grant is to be applied for; desks and furniture, parallel, of tolerable arrangement.

Camberwell, Camden District, Girls'. — 1. A very clean, light, and airy room, over the boys'; under one mistress and two pupil-teachers. 2. Discipline very good. 3. A very excellent person, exercising a good moral influence over the children. 6. Secular reading wanted in small daily portions, repeatedly read, and conversed about afterwards with animation. I think the simultaneous method of questioning too exclusively employed. Books and apparatus, a grant is to be applied for; desks and furniture good. Wrote upon the mistress's certificate—"The discipline and moral tone of this school are highly satisfactory. With the assistance of a more adequate supply of books, I hope it will improve in acquirement and general intelligence."

Woolwich, Boys'.—Inspected September 7, 1849. The master of this school is a person of zeal and attainment, but might improve in method. There is much that is creditable to him in the school, but the attainment is not quite what might be looked for in one of such important magnitude, nor what may be reasonably hoped for with better mechanical arrangements, more judiciously-selected reading, and a more adroit adaptation of the teaching—both in matter and manner—to the level and capacities of the several classes; books, apparatus, desks and furniture, inadequate to such a school.

Woolwich, Girls'. — Inspected September 7, 1849. 1. A large room over boys'. 2. Moderate. 3. Ordinary National. 4. Intelligence and attainment very moderate. 5. Very well spoken of by the clergyman. 6. Books, desks, and apparatus, insufficient.

Southwark, St. Peter's, Juvenile and Infants', mixed. — Inspected September 10, 1849. This is a mixed juvenile and infant school, consisting of two good rooms well furnished with fixtures, but rather deficient in apparatus. The upper room is occupied by infants only, the lower approximates more to the character of a juvenile mixed school. The discipline of both is very satisfactory, and the attainment fair for a school of such very trying character as one mixed with infants. Mistress seems intelligent, and conscientious in the discharge of her duty.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 months.	In ordinary Attendance.
376. Brighton, St. John's.																																		
Boys' . . .	123	.	.	.	.	.	21	10	45	.	12	9	16	54	32	.	45	.	69	54	21	24	46	32	.	.	.	.	.	.	.	.	.	125
377. Stoughton and Racton, Sussex.																																		
Boys' . . .	28	.	.	.	.	.	5	5	5	.	.	5	.	16	7	.	.	.	5	23	.	5	3	20	16	7	4	.	2	2	1	1	10	7	28
378. Girls' . . .	50	16 (c)	50 (a)	10 (b)	.	.	10	10	10	.	.	10	.	22	18	.	.	.	10	30	.	8	9	34	16	5	8	3	6	8	2	4	8	3	46
379. Richmond, St. John's, Surrey.																																		
380. Portsea Town, Hants.																																		
Boys' . . .	176	.	.	.	.	.	43	69	69	7	16	81	12	41	18	16	104	35	104	59	43	26	56	51	103	38	35	32	34	3	2	.	85	131	165
381. Girls' . . .	41	.	127 (a)	.	.	.	.	4	31	.	3	6	31	3	8	.	22	8	55	19	62	62	19	22	140	23	15	14	8	11	8	4	93	149	162
382. Portsea, All Saints.																																		
Boys' . . .	295	.	.	.	.	140	39	174	203	71	39	106	140	245	289	.	128	71	239	295	71	140	97	56	83	65	52	44	31	17	8	3	82	132	270
383. Girls' . . .	142	.	4	139	.	4	29	29	79	.	8	29	26	50	25	.	29	.	29	113	80	29	50	63	113	14	13	15	7	7	3	6	80	138	145
384. Portsea, Beneficial Society.																																		
Boys' . . .	171	.	.	.	.	.	35	67	67	.	.	35	.	32	57	.	67	.	67	89	35	32	65	39	.	.	.	.	.	.	.	.	.	36	.
385. Girls' . . .	76	.	.	76 (a)	.	.	.	.	.	.	.	7	13	28	.	.	32	.	35	16	19	20	15	16	47	.	.	.	.	.	.	.	24	29	85
386. Gosport, St. Matthew's.																																		
Boys' . . .	74	.	21	.	.	36	36	36	36	.	21	15	.	20	6	.	36	.	36	38	6	11	36	18	17	13	11	12	13	7	11	3	46	41	.
387. Girls' . . .																																		

(a) To sew or knit. (b) To cut out and make clothes. (c) Household work.

* Tables left in the hands of managers, who had not returned them at the time of making up this report.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Brighton, St. John's, Boys'.—Inspected September 13, 1849. To report on the master's certificate of merit, on which I wrote—"The discipline of this school continues satisfactory. The attainment would be more so if the teaching were homelier, and more patiently and judiciously lowered to the capacities of the children."

Stoughton and *Ractou*, Boys'.—Inspected September 14, 1849. 1. Separate from girls', and under a master. 2. Fair. 5. Has been here six months; appears anxious to discharge his duties efficiently. 6. The attainment of this school is indifferent, but its general tone and appearance is creditable; books and apparatus insufficient; wall desks.

Stoughton and *Ractou*, Girls'.—Inspected September 14, 1849. 1. Separate room from boys'. 2. Discipline good; girls neat, clean, and orderly. 5. The mistress appears intelligent, energetic, and well-principled. Wrote upon her certificate—"Miss Sawyer having been here only six months, the attainment of the school is not yet such as her apparent zeal and ability in teaching would lead me hereafter to expect."

Richmond, St John's.—Inspected September 17, 1849. The discipline of this school is very satisfactory; habits of industry, cleanliness, and propriety, seem to be successfully cultivated. The attainment is fair, and the mistress appears to be discharging her duties with quiet, unpretending assiduity.

Portsea Town, Boys'.—Inspected September 18, 1849. 1. A room on ground floor, under girls'; no class-room: crowded. 2. Mechanical movements deficient in uniformity and precision. 5. Obtained a certificate last Easter; very painstaking, and ready to adopt suggestions. 6. Very great want of class-room, and of parallel desks. Attainments decidedly good in reading, writing, and arithmetic, and this realized under what appear to me considerable mechanical difficulties; deficient in number of books; wall desks, and bad of the kind; furniture ordinary. Much consideration is due to deficiency of pecuniary resources here.

Portsea Town, Girls'.—Inspected September 18, 1849. 1. Over boys', and separated from infants' by wooden partition, and under separate mistress. It could not therefore be counted as same school in claiming pupil-teachers. 2. Discipline indifferent. 5. The mistress has been here only two months, but does not give me the impression of shaping the school into any order towards improvement. Two months would not teach it very much, but it ought to suffice for putting it more into an attitude for learning. 6. It was a very wet afternoon when I visited this school; this, no doubt, reduced the numbers. There were, however, forty-one present, all of whom, excepting three, I found deplorably ignorant, and not apparently in a way to improve, without a re-organization of the school. The clergyman (recently appointed to the incumbency) is very sensible of the deficiencies of the school, and so cordially anxious for that amendment, that I look forward with confidence to its taking place; books and apparatus indifferent; desks and furniture fair.

Portsea, All Saints, Boys'.—Inspected September 19, 1849. Discipline good, save noise arising from overcrowded condition of the school. Some improvement is wanted in the method of instructing the lower classes in the elements of knowledge; at present it is too individual, by which both time and animation are sacrificed. 5. The master is able and energetic. 6. Here are three hundred boys in one large square lofty room; stone floor, rather out of repair. The cardinal subjects of instruction are cultivated with good effect, but they appear to me to be taught somewhat mechanically. Books and apparatus not sufficient or well-chosen. There is a want of well-selected secular books for lower children. Indifferently furnished with wall desks.

Portsea, All Saints, Girls'.—Inspected September 19, 1849. 1. A mixture of national and infant school, under mistress. 2. Good. 5. A person of great respectability and unassuming manner. 6. There is a nice tone about this school, and all that it pretends to is pleasingly done. Books and apparatus, ordinary; wall desks.

Portsea, Beneficial Society, Boys'.—Inspected September 19, 1849. This school is supported by a Benefit Society of 100 years' institution, for mutual insurance, to which many honorary members belong, who, subscribing without taking any benefit, create a surplus fund which enables the Society to support these schools. 2. As good as an overcrowded school permits. 5. A person of gentle, unassuming, and prepossessing manner. 6. Reading and writing fair; arithmetic moderate; intelligence, fair. Sickness has thinned the school at present; books and apparatus deficient, both in variety and number of copies; desks and furniture old-fashioned and indifferent.

Portsea, Beneficial Society, Girls'.—Inspected September 19, 1849. Separate from boys' in a smaller room on ground floor. 2. Good. 5. Unassuming person. 6. Sickness thins this school very much at present; it is of homely pretensions, but is of pleasing character as far as it goes; books and apparatus sufficient; wall desks.

Gosport, St. Matthew's, Boys'.—Inspected September 20, 1849. 1. A well-built sufficient room, said to be well drained. 2. Fair. 5. Seems good-tempered, well-disposed, and unassuming. 6. Considering the mechanical advantages of a good room and good desks, and that it is unembarrassed by infants (who have a separate school), this school does not exhibit by any means the amount of instruction which might fairly be expected from a school with apprentices in it, and a trained master. Apparatus deficient; books deficient and in bad repair; desks and furniture good.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
388. Gosport, Hants, Preparatory. Boys'	103	.	.	.	.	10	20	20	40	.	.	12	11	54	26	.	.	.	49	.	.	12	11	80	51	9	16	21	7	3	1	2	14	29	96
389. Alverstoke, Hants. Boys'	80	6	6	.	.	40	66	66	66	6	9	9	32	20	16	15	41	15	50	21	30	41	46	12	.	.	.	.	.	.	.	.	20	35	80
390. Girls'	60	.	.	48 (a)	.	35	50	50	60	.	1	4	40	10	10	4	30	20	30	10	20	.	30	10	.	.	.	.	.	.	.	.	30	38	60
391. Southampton, Bedford Place, Hants	34	.	.	34 (a)	.	.	.	.	22	.	.	11	.	14	9	.	22	.	25	9	6	16	12	.	.	.	.	.	.	.	.	.	.	.	40
392. Twyford, Hants. Mixed	70	.	35 (b)	59 (a)	.	.	.	16	16	.	.	16	5	13	11	.	28	16	12	17	16	12	17	25	36	7	4	10	4	13	3	.	7	22	68
393. Compton, Hants. Mixed	43	.	.	29 (a)	.	.	10	10	10	.	2	8	.	12	5	.	12	.	10	20	8	12	6	17	36	10	1	7	1	2	4	.	7	13	45
394. Winchester, Central. Boys'	110	7	14	17	.	36	36	62	79	8	8	20	16	44	10	36	26	36	26	44	17	75	73	16	30	18	21	25	16	9	6	4	57	36	98
395. Girls'	78	.	.	99 (a)	.	.	18	18	18	.	4	18	14	32	14	.	52	18	34	26	18	61	34	26	16	8	20	21	15	12	7	.	.	.	75
396. Winchester, St. Thomas. Boys'	33	.	.	.	.	.	.	7	9	.	.	5	11	9	8	.	.	.	16	17	7	.	18	8	.	.	.	.	.	.	.	.	.	.	.	35
397. Southampton, All Saints. Boys'	94	.	.	.	.	.	.	.	50	.	16	.	12	22	44	.	50	.	50	44	8	20	22	44	.	.	.	.	.	.	.	.	.	.	.	100
398. Girls'	59	.	.	56 (a)	.	11	.	11	20	.	.	11	.	35	13	.	20	.	20	39	6	5	28	20	.	.	.	.	.	.	.	.	.	.	.	60

(a) To sew or knit. (b) To cut out and make clothes.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Gosport Preparatory, Boys'.—Inspected September 21, 1849. 1. Boys and infants, under a master. It was intended originally as a ragged-school, preparatory to the National, and occupies now a sort of intermediate rank between those two designations. For such a school the discipline is very respectable, and the boys are not more noisy than, considering infants, and the crowded state of the room, is excusable. 5. The master is prompt, energetic, intelligent, and self-possessed, evidently taking pains; he is very well spoken of by the clergyman as attaching the boys to himself. 6. The school is of humble pretensions, and of limited mechanical means, but does the master considerable credit. The smallness of room and imperfection of arrangement interfere with discipline; books deficient; wall desks—not good of the kind, but never used, there being no writing on paper in the school.

Alverstoke Boys'.—Inspected September 21, 1849. 1. Tripartite system, only slightly modified so as to insert an additional Scripture lesson by the clergyman, addressed to the whole school. 2. Very good. 6. This is a very commendable school; the mechanical difficulties of reading appear to be skilfully overcome, and the general tone and character of the school, and the presiding influence, and the spirit which pervades it, are remarkably good. Books and apparatus very sufficient; desks and furniture excellent.

Alverstoke, Girls'.—Inspected September 21, 1849. 1. Tripartite system, except that girls are left out of the classes which go before the master for four days a-week, that they may do needle-work, boys meantime learning in subjects which the girls do not profess. 2. Very good. 6. The girls' school is, in fact, mixed with the boys', though here reckoned separate; and the remarks of commendation upon one apply equally and by implication to the other. The classes circulate and receive one portion of their instruction from the master, another from the mistress; and in certain portions of their time, and on certain appropriate subjects, the boys and girls are respectively under the exclusive teaching of master and mistress. Books and apparatus very sufficient; desks and furniture excellent.

Southampton, Bellford Place.—Inspected September 24, 1849. Over an infant-school, which disembarrasses it of non-readers. It is in a light and airy situation, and has a clean and pleasant look on entering. The discipline is very satisfactory. The mistress is a person of long-tried character, and of many years' experience in teaching. She succeeds very well in the cardinal subjects of instruction; and this must be pronounced, upon the whole, a very unpretending but pleasing useful school, in which good sense and industrious integrity are doing more than is always achieved by more showy accomplishments.

Twyford, Mixed.—Inspected September 25, 1849. 1. A few little boys in the lower classes, but the mixture ceases in second and first. 2. Unusually clean and happy-looking, and very well behaved. 3. Somewhat of infant-school discipline and exercise is advantageously introduced here. 5. Was prevented by illness and domestic trouble from attending last Easter examination, but proposes attending a future one. 6. A very clean, airy, light school. The girls read remarkably fluently, and with nice accent. Altogether it is a very satisfactory rural school, producing what I should think the effects most to be desired in such a situation. Books and apparatus sufficient; wall desks, good of the kind.

Compton, Mixed.—Inspected September 25, 1849. 1. This is a very pretty little school, well-built, and charmingly situated; mixed—boys, girls, and infants, under one mistress and a pupil-teacher. The discipline is highly satisfactory, and the children exceedingly clean and happy-looking. 5. The mistress a person of great respectability, painstaking, and interested in her school, which presents an unusually attractive appearance. The Scriptures are very carefully taught, and all is under a most desirable influence. Books and apparatus sufficient; desks against the wall, but I hardly think the circumstances of the school call for their alteration.

Winchester, Central, Boys'.—Inspected September 26, 1849. 1. A good large school-room, under the girls', with a moderate-sized class-room; brick floor; parallel desks in a gallery. 2. Satisfactory. 5. Active, intelligent, and well-informed. 6. The reading here is indifferent, indistinctly articulated, otherwise the attainment of the school is good; singing in parts very good. I cannot but fear that such unusually good musical performance must be purchased at some expense of time that might be more beneficially bestowed. I did not find the boys so well acquainted with popular texts of Scripture as I should think desirable. Books and apparatus sufficient; old parallel desks, hardly to be called good.

Winchester Central, Girls'.—Inspected September 26, 1849. 1. A good room, indifferently furnished, over the boys', under a mistress. There are thirty girls clothed in the Queen Ann fashion (called Free School girls), and fifteen from the Orphan Asylum, much more becomingly dressed in blue print. 2. Good; clean, neat, and well behaved. 3. National. 5. A person of much respectability, and likely to exercise a very beneficial influence over the moral tone of the girls. 6. The mistress is assisted by her husband, more especially in aritlmetic. The reading and writing are good, more abundant and animated questioning would be desirable after the reading. Arithmetic fair; books and apparatus sufficient for the present; desks and furniture very indifferent.

Winchester, St. Thomas, Boys'.—Inspected September 27, 1849. This school was opened only in January, 1849. It is well built, and furnished with desks, books, and apparatus. The clergyman takes great personal interest in it. The master, Mr. Richard West, of Winchester, devotes himself to it very zealously. The discipline is good, and the attainment likely to advance.

Southampton, All Saints, Boys'.—Inspected September 28, 1849. These are very substantial buildings, of recent erection, and comprise boys', girls', and infant schools, with class-rooms. Boys on part of the first floor, separated from girls by curtain. The room has been adapted for public worship. The master (changed since last inspection) seems to be discharging his duty conscienciously. I wrote upon his certificate—"This school seems to be conducted in a commendable spirit, and exhibits a very fair degree of intelligence and attainment."

Southampton, All Saints, Girls'.—Inspected September 28, 1849. Wrote on the mistress's certificate—"This school exhibits creditable discipline, but I hope to see it improve, both in acquirement and intelligence."

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
399. Morden, Surrey. Boys'	32	.	.	.	.	.	14	14	14	2	8	4	15	14	4	6	13	6	25	11	6	7	8	12	6	8	10	7	10	.	.	.	8	9	35
400. Bishopstoke, Hants. Boys'	56	.	4	.	4	24	24	24	38	3	5	16	.	14	18	24	14	24	14	18	24	40	14	18	15	9	7	9	6	6	2	3	8	15	50
401. Fareham, Hants. Boys'	89	.	.	.	.	15	.	3	21	1	3	21	10	31	5	.	40	10	23	56	20	14	31	44	72	43	12	7	7	5	2	2	37	70	168
402. Ryde, Hants. Boys'	100	.	.	.	.	.	.	20	40	3	5	31	.	19	.	.	31	.	41	30	.	21	30	49	.	.	.	.	.	.	.	.	.	.	110
403. Southampton, St. Mary's, Hants. Boys'	86	.	.	.	.	50	20	20	20	1	3	17	30	38	17	.	25	33	20	66	47	20	32	34	50	26	23	23	16	5	3	1	153	154	112
404. Girls'	58	.	58 (a)	4 (b)	.	33	16	16	16	.	5	11	10	32	37	4	28	.	16	42	.	16	23	19	14	30	20	18	12	3	4	3	34	83	70
405. Blackheath, Kent. Boys'	129	.	.	.	.	.	18	18	18	.	10	8	13	33	25	9	41	12	38	75	18	.	22	89	.	.	.	.	.	.	.	.	.	.	131
406. Girls'	97	.	67 (a)	.	.	.	.	20	20	.	.	13	7	33	14	.	34	.	34	33	.	20	14	33	.	.	.	.	.	.	.	.	.	.	100
407. Abbott's Ann, Hants. Mixed	86	.	.	.	.	45	14	29	29	.	9	9	25	11	6	14	15	14	15	6	7	14	14	51	63	9	12	10	3	4	5	3	17	25	.
408. Longstock, Hants. Girls'	42	.	8 (a)	.	.	.	.	8	8	.	.	6	.	4	6	.	8	.	14	4	8	.	10	24	24	5	2	4	4	1	2	1	.	.	43
409. Millbrook, Hants. Boys'	39	.	.	.	.	.	.	.	.	.	.	9	.	.	6	.	11	.	.	15	.	.	15	24	.	.	.	.	.	.	.	.	.	.	45
410. Girls'	38	.	38 (a)	.	.	.	.	.	.	.	.	.	.	5	9	.	.	.	.	30	.	4	9	26	.	.	.	.	.	.	.	.	.	.	47
411. Lyndhurst, Hants. Boys'	73	.	.	.	.	15	.	45	45	6	7	22	36	19	21	12	45	24	31	20	24	65	38	13	32	18	9	20	16	9	2	2	32	140	76
412. Girls'	65	28 (c)	73 (a)	20 (b)	.	15	.	22	49	.	.	7	15	27	10	6	37	22	15	12	22	64	27	16	35	10	15	8	7	10	6	2	21	114	61

(a) To sew or knit.

(b) To cut out and make clothes.

(c) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Morden, Boys'.—Inspected October 1, 1849. 1. Boys separate from girls, under a master. The school is very small, and I am told that there is no possibility of enlarging it, as it is surrounded by property not saleable. 2. Ordinary. 5. Leaves immediately, and his successor is appointed—a certificated master. About six boys in the first class seem tolerably instructed; otherwise neither the intelligence nor attainment of this school are what might be expected, particularly in so small a number, and with sufficient reading-books. No doubt the recent holidays, and draughting off of several upper boys to rural labour will in part account for the present indifferent exhibition; but even the recruits from the second class into the first, if their reading had been sufficiently frequent and enlivened, would have known more than they do. Their ciphering and writing is tolerable; books and apparatus sufficient; wall desks.

Bishopstoke, Boys'.—Inspected October 2, 1849. 1. Separate from girls', well built; block floor, which answers very well. 2. Discipline very good. 5. The master unpretending and diligent, and appears to conduct a rural school as is desirable; left Winchester five years ago. 6. Neat workmanlike-looking school; parallel desks, and well furnished. The first class read very fairly as to fluency; so well, indeed, that they might with ease obtain better articulation and expression. The Dean of Winchester takes an active and characteristically kind interest in these schools.

Fareham, Boys' and Infants.—Inspected October 3, 1849. 2. The discipline of this school is fair; would be better if infants were separated. 5. The master proposes to be examined next Easter; is reported to me, by managers, as a humble-minded, intelligent, and painstaking person. 6. The school is an ample L shaped room, over girls', light and airy. There is no infant-school, the want of which seriously clogs this school. The attainment, upon the whole, is fair, but not more than that. More varied reading is wanted, with careful attention to deliberation, fluency, articulation and expression, followed by animated questioning and conversation on the meaning and matter collateral to what they have read. Books and apparatus not abundant, nor in sufficient variety, but there is every readiness to apply for grant, or otherwise to furnish what is wanting. Maps wanted, and globe; wall desks, which will be readily altered.

Ryde, Boys'.—Inspected October 4, 1849. A good large room on ground-floor; moderately lighted brick-floor. Reading very deficient in fluency and articulation. Neither the intelligence nor acquirement of this school has at present reached the standard of which it is capable, and which, under the cordial and vigorous direction of the clergyman, it will reach ere long. The discipline admits of improvement. The master appears an estimable person, and desirous to discharge his duty efficiently. Books and apparatus deficient. Desks of the moveable old-fashioned *vis-a-vis* construction.

Southampton, St. Mary's, Boys'.—Inspected October 5, 1849. 1. Separate room from girls'. 5. Intelligent, energetic, and industrious; and by an acquiescence (to which he shows no disinclination) in the more modern facilities and methods which come under his observation, likely to raise his school to a higher degree of attainment. 6. The discipline of this school is good; but with respect to attainment, it has had to contend with the disadvantage of insufficient books, which is likely I believe to be remedied. A globe and map of Europe would be useful. Wall desks, which would be advantageously changed for parallels.

Southampton, St. Mary's, Girls'.—Inspected October 5, 1849. 1. Room separate from boys'. 5. Mistress has been here six months; a person of very good character, and likely to maintain a good moral tone in the school. 6. The attainments of this school are only moderate at present; but are likely, with the assistance of more reading books, and a pupil-teacher, to improve considerably. Deficient in judiciously selected reading books. Globe wanted, and maps. An additional black board and easel wanted. Wall desks.

Blackheath, Boys'.—Inspected October 8, 1849. This school is decidedly improved since last inspection. Additional reading has been introduced by a grant of books, from a judicious and animated use of which much greater improvement may be expected. The intelligence of the children might be somewhat more engaged in their various employments with advantage; but there is great hopefulness in the improvement already manifested. 2. Discipline much improved. Books, &c., sufficient. An infant school much wanted.

Blackheath, Girls'.—There is something very satisfactory about the appearance of this school. The girls look clean, orderly, and cheerful. It is unpretending as to attainment; but what is professed is done with very fair promptitude and accuracy. Books, &c., sufficient. Desks against the wall, but moveable.

Abbott's Ann, Mixed.—Inspected October 9, 1849. 1. A mixed school under a master. A dame attends to infants, while the mixed teaching proceeds, and afterwards to girls' needlework. 2. Excellent. 5. Leaving immediately after inspection. 6. This is a very commendable school. Great and efficient interest is taken in it by the clergyman. The appearance of the children is very pleasing; their countenances cheerful and intelligent. They seem to be under excellent influence. Books, apparatus, desks, and furniture, all good and sufficient.

Longstock, Girls'.—Inspected October 10, 1849. 1. Mixed school under a mistress, who entered upon her duties only yesterday. 6. The mistress, who has conducted this school for the last twelve months, left ten days ago. The consequent disorganization of the school for a fortnight may have contributed no doubt to the defective state of discipline and instruction in which I found it. Books and apparatus sufficient. Desks and furniture indifferent.

Millbrook, Boys'.—Inspected October 11, 1849. These schools are separated from each other by master's residence; they are very sufficient buildings, and with methodic energy, and an infusion of judiciously selected books, might become satisfactorily efficient. At present the range of instruction is contracted, and the attainment scanty.

Millbrook, Girls'.—Inspected October 11, 1849. The discipline of this school is creditable, and the girls seem industrious and efficient at their needlework; but their intellectual attainment is very scanty.

Lyndhurst, Boys'.—Inspected October 12, 1849. 1. Boys' room separate from girls'. 2. Good. 5. Active and intelligent, and has his school in very good control. 6. These schools were opened in February last. They are excellent buildings. Great interest is taken in them by the clergyman, and they afford more than ordinary promise of usefulness and efficiency. Books and apparatus sufficient. Desks and furniture good.

Lyndhurst, Girls'.—Inspected October 12, 1849. 1. A good room separate from the boys. 2. Good. 5. The mistress is intelligent and active, and seems to take interest in her work. 6. The time of year, and prevalent sickness, have combined to render this an unfavourable time for visiting this school as respects numbers. It is, however, evidently under a very good influence; the active interest is taken in it by the clergymen and others likely to be its most efficient friends, seem to insure its doing exceedingly well. Books and apparatus, desks and furniture, sufficient.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield—*continued*.

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
413. Burwash, Sussex.																																		
Boys'	100	.	12	.	.	2	29	29	29	8	5	10	6	24	47	12	29	13	40	47	13	16	24	47	37	32	14	30	11	13	14	6	16	29	100
414. Girls'	119	.	119 (a)	17 (b)	.	.	17	17	17	.	5	32	6	26	.	.	33	5	38	26	17	26	26	50	.	.	.	.	.	.	.	.	.	.	.
415. Harrietsham, Kent.																																		
Boys'	27	.	.	.	.	8	8	8	8	2	6	2	10	7	3	.	11	.	8	19	2	7	15	10	9	9	3	9	3	5	.	1	10	10	39
416. Ashford, Kent.																																		
Boys'	101	.	.	.	.	.	.	20	55	9	14	20	20	53	12	.	67	12	43	39	29	30	40	32	40	24	28	15	16	9	9	3	75	93	110
417. Girls'	80	.	80 (a)	.	.	.	.	.	23	.	.	12	.	42	26	.	37	.	35	17	12	11	23	34	.	.	.	.	17	13	5	2	51	67	.
418. Ramsgate, Christ Church.																																		
Boys'	93	.	.	.	.	28	41	41	41	.	.	23	18	38	14	.	41	23	30	40	23	26	27	43	25	18	18	19	12	6	.	3	14	124	84
419. Girls'	71	.	71 (a)	3 (b)	.	27	.	24	22	.	.	3	22	18	15	.	22	.	22	18	22	17	18	31	22	16	14	13	16	5	2	1	8	97	.
420. Ramsgate, St. George's.																																		
Boys'	123	.	.	.	.	54	21	21	61	14	13	8	20	21	54	14	56	13	28	75	13	8	41	61	30	35	31	29	18	9	3	5	33	57	120
421. Girls'	68	.	68 (a)	.	.	.	.	.	9	.	1	9	20	3	.	.	32	.	32	67	39	9	23	36	19	30	20	14	13	3	4	3	64	50	86
422. Alton, Hants.																																		
Boys'	53	.	.	.	.	24	8	8	24	.	.	8	.	36	9	.	8	.	8	45	8	8	36	9	17	13	11	8	8	2	2	2	.	18	54
423. Girls'	67	.	76 (a)	3 (b)	.	42	20	20	37	.	.	20	17	22	15	3	37	20	17	22	42	37	22	8	9	20	5	18	6	12	3	6	20	20	.
424. Infants'	102	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	18	18	84	.	134	.	.	.	.	.	.	.	.	.
425. Chawton, Hants.																																		
Mixed	69	.	69 (a)	.	.	69	14	41	41	.	.	23	30	18	28	3	35	3	38	28	21	12	35	22	26	10	14	10	2	8	3	1	40	24	72
426. Hawkley, Hants.																																		
Mixed	56	.	.	.	.	.	.	.	.	.	.	3	.	22	7	.	32	.	18	38	.	6	26	24	.	.	.	.	.	.	.	.	.	.	57

(a) To sew or knit. (b) To cut out and make clothes.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

considerable improvement since last year. The mechanical part of reading (fluency, articulation, and speaking out,) might be a little more cultivated with advantage; but the intelligence of the children is opened, and very satisfactory attainment has been reached in writing and arithmetic. Books and apparatus abundant. Desks indifferent; furniture otherwise good.

Burwash, Girls'.—Inspected October 15, 1849. 1. Similar to boys', but under separate teacher. Divided occasionally by a curtain. 2. Discipline very satisfactory. 3. A married woman of very unassuming manners, has long been engaged here, and bears an excellent character. 6. This school presents a very pleasing appearance. Girls neat and cheerful looking, and every symptom of being under a salutary influence. Slates, desks, and furniture, insufficient.

Harrietsham, Boys'.—Inspected October 16, 1849. 2. Fair. 3. Has been here since last Christmas. 6. Recent severe sickness in the village has for the present much thinned the numbers in this school, and apparently somewhat damped its energies. It appears to be industriously taught. Books and apparatus sufficient. Desks and furniture good.

Ashford, Boys'.—Inspected October 17, 1849. 1. A good and substantially built room, separated by dwelling and infant school from girls; four classes divided each into two sections. 2. The discipline is good; but the school, from some mischance in its construction, very noisy. 3. The master, a person of excellent principle and disposition, who takes great pains and interest in his school, which is evidently under an exceedingly good influence. Both moral tone and instruction are decidedly entitled to a favourable report. Books and apparatus sufficient. Desks and furniture good.

Ashford, Girls'.—Inspected October 17, 1849. 1. Separate room from boys'; not so well arranged as to desks, &c. 2. Discipline quite satisfactory. 3. A young person of highly commendable character and manner, and with a little more experience likely to do very well. 6. The attainment of this school is not yet equal to its moral and religious tone; but under the favourable influence which is exercised upon it seems likely to improve. Books and apparatus sufficient. Desks and furniture indifferent.

Ramsgate, Christ Church, Boys'.—Inspected October 18, 1849. 1. Boys' compartment separated from girls' by sliding doors, and over these doors in the angle of the roof by baize or canvass only. Buildings substantial and apparently convenient. 3. The master certificated. Intelligent and very well disposed to his work, and with a little experience I should hope will make a very efficient master. 6. The noise of this school, partly I fear from indifferent discipline, and partly from the unfortunate architectural structure of the building, is adverse to its progress. The separation between boys' and girls' room is not sufficient to exclude from one the noise of the other. Books and apparatus plenty, but deficient in kind; too difficult I think. Desks and furniture good and well arranged.

Ramsgate, Christchurch, Girls'.—Inspected October 18, 1849. See boys'. 3. The mistress, Mrs. Veal, is wife of the boys' master; exhibits creditable animation in teaching, and possesses more notion of method than I have commonly met with. 6. The lower classes are taught with reasonable ingenuity; but the excessive noise of the school, arising from mechanical causes, interferes detrimentally to the economising of their time and attention by means of simultaneous reading and teaching. Books and apparatus sufficient; desks and furniture very good.

Ramsgate, St. George's, Boys'.—Inspected October 18, 1849. 1. A boys' room, very ample, separate from girls'; divided into seven classes; excellent premises. 2. Discipline very good. 3. The master intelligent, active, and of good manners; likely to make a valuable teacher. 6. This school is seen to disadvantage at this season, most of separate from boys', under a mistress. 2. Satisfactory. 3. Monitorial. 6. The attainment of this school is considerably below what the interest undoubtedly taken in it would lead one to expect. The children do not learn, even mechanically, so much as they ought, and their intelligence does not seem to be duly awakened or connected with their work. It is not so well supplied as the boys' school with judiciously selected books. The desks and furniture are good.

Alton, Boys'.—Inspected October 22, 1849. 1. A room separated from the girls by folding doors; one master and pupil-teachers. 2. The discipline is good. 3. The master much devoted to his work, and of very good principle and disposition. 6. The intelligence of the children seems to be awakened, especially in the first class, and a little more varied reading with animated questions put in a variety of forms seem to me what are chiefly wanting. Books and apparatus sufficient, but not hitherto sufficiently used; desks and furniture good.

Alton, Girls'.—Inspected October 22, 1849. 1. Separate from boys' by folding doors, and under a mistress. 6. The appearance of the school is neat and orderly, and the ordinary matters of instruction are diligently attended to by the mistress; the process, however, is somewhat too mechanical, and the intelligence of the children might be more cultivated and engaged in their reading with advantage. Books insufficient in variety; desks and furniture good.

Alton, Infants'.—Inspected October 22, 1849. 1. Ordinary. 2. Very good. 3. Ordinary. 5. Mistress very diligent and interested in her work. 6. This is a remarkably neat and orderly infant school, and the children seem as happy as they are well disciplined. Books, apparatus, desks and furniture sufficient.

Chawton, Mixed.—Inspected October 23, 1849. 1. Mixed boys and girls in a small room, but not crowded; there is an infant school in the parish. 2. The discipline is very good; the children unusually neat. 3. Westminster; somewhat modified. 6. This is a remarkably pleasing school, and seems to be under the influence of highly commendable kindness and good sense. The mistress possesses a refinement of manner which has a very salutary effect upon the discipline of the school, and her intelligence acts very favourably upon its attainment; Scripture and secular instruction very discreetly blended; 30 of the girls are furnished with red cloaks and straw bonnets (the former made by themselves), which have a very becoming effect; straw plait is manufactured in the school. A certain number of boys also are clothed in brown-holland frocks. Upon the whole, this must take a highly creditable position as a really useful school. Books and apparatus sufficient; wall desks, but good of the kind; furniture, otherwise, very good.

Hinckley, Mixed.—Inspected October 23, 1849. 1. This was originally built for a Union school, and affords many conveniences for a Parochial one into which it has been converted; it is now a mixed school under a mistress, assisted by a youth who seems very competent to the portion of work assigned to him. 2. Discipline quite satisfactory. 4 and 5. This school is doing a considerable amount of good in a quiet way with very scanty material, and it very much deserves encouragement; it is seen to disadvantage, at present, from being in a state of imperfect organization, partly from the unsettled effect of recent holidays, and partly from the uncertainty of the mistress whether she should undertake both the boys and girls as a mixed school, which, with the assistance of a second in command, it was decided she should do; she appears a person of very competent intelligence and attachment to her work. Books and apparatus sufficient, except a black-board and easel; desks indifferent.

Tabulated Reports by Her Majesty's Inspector of Schools, the Rev. W H. Brookfield—*continued.*

NAME OF SCHOOL.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
427. Selborne, Hants. Mixed	95	.	.	.	.	.	.	.	16	.	1	2	14	31	18	.	16	.	.	74	18	16	17	62	52	15	7	6	8	4	1	.	10	36	85
428. West Meon, Hants. Boys'	39	.	.	.	.	39	14	14	14	5	.	9	13	.	12	.	22	14	13	12	.	14	13	12	18	7	6	5	2	.	1	.	17	12	38
429. Girls'	68	.	47 (a)	.	.	20	.	20	20	.	.	7	13	15	8	.	20	.	20	25	20	10	25	33	51	5	7	4	5	2	3	.	15	16	65
430. Holy Rood, Southampton.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(a) To sew or knit. (b) To cut out and make clothes.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Selborne, Mixed.—Inspected October 24, 1849. 1. A mixed school in one room, which admits of division by folding doors. 2. Clean, cheerful, and well behaved, but want drill and uniformity. 3. Monitorial. 5. A person of good manners and excellent principle. 6. This school is conducted in a very good spirit; is already highly useful as a rural school, and with the improvements which are cordially adopted by the clergyman, who is actively solicitous for its welfare, it is likely to improve very considerably in attainment. Books and apparatus insufficient; wall desks.

West Meon, Boys'.—Inspected October 25, 1849. 1. A room separate from girls, roomy enough for the numbers attending; brick floor, dry, well drained, and ventilated, but cold in winter. 2. Satisfactory. 3. National, slightly modified according to expediency of circumstances. 5. Seems to address himself to his work with intelligence and zeal. 6. The boys read with more intelligence than fluency; their understandings seem to be very fairly opened, and, upon the whole, this school must be pronounced, together with the girls', to be in a decidedly efficient and promising condition. Books and apparatus sufficient; a globe would be useful; desks and furniture not good; but it is, perhaps, commendable character; might spend a vacation (if practicable) in a training school with advantage. 6. The third class consists of infants, very nicely taught by the mistress of the girls' school in a recess of the same room; singing is very creditable, and the general tone and aspect of the school very indicative of a right spirit and influence prevailing in it. Books and apparatus sufficient; wall desks; but, at present, there is hardly room for change.

Holy Rood, Southampton.—Inspected October 26, 1849. This school occupies several rooms on a single floor of a house in High-street. It consists of three sections in different compartments; one something of the nature of a ragged school for boys, girls, and infants; one of ordinary parochial organization for girls only; and a third for girls who attend on mornings (being engaged in domestic occupations the rest of the day) and receive instruction from ladies, who attend in succession for that purpose with unwearied punctuality. This last mentioned section of the school is sacred from criticism, excepting as it may be permitted to offer its humble tribute to the untiring benevolence which day by day for many years has been quietly discharging this unobserved labour of charity, imparting Scriptural instruction to a few poor girls, who would otherwise probably have had

General Report for 1849, *by Her Majesty's Inspector of Schools, the Rev.* W. J. KENNEDY, M.A., *on the Schools inspected by him in the North Western District of England, comprising the Counties of Cumberland, Lancaster, and Westmoreland.*

Preston, 1 *November*, 1849.

SIR,

I HAVE the honor to present my Report upon the schools which I have inspected during the last ten months.

I commenced visiting schools at the latter end of November 1848, and I have to return my best thanks to my Lords for placing me, in the first instance, under the tuition of the Rev. M. Mitchell, from whose experience I derived much valuable information. And I beg permission here to bear my humble testimony to the great zeal, judgment, and ability with which Mr. Mitchell discharged his laborious and delicate duties in all the schools which I had the honour of visiting in his company. His advice smoothed my way in many particulars, though there are some matters in which nothing but personal familiarity with a district can prevent a loss of time and trouble. The knowledge of the best routes and modes of conveyance to schools—often rendered difficult by the multiplicity of new railways in this part of the country—and the knowledge of the numbers of scholars in the different schools, and of the time consequently proper to be apportioned to each school, are matters which can only be learned by an Inspector's own experience.

I subjoin a tabular account of the schools which I have inspected. The following table, however, does not include the schools which I inspected for a month previous to January 1849.

The following letters, occurring in the 2nd column of the Table, are thus explained :—

g. signifies good.
f. „ fair.
m. „ moderate.
i. „ imperfect.

TABULATED REPORTS, in detail, by Her Majesty's Inspector of Schools, Rev. W. J. KENNEDY, on Schools inspected by him in NORTH WESTERN DISTRICT of England in Year 1849.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on Paper: Abstracts or Composition.	From Copies.	Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Chorlton on Medlock, St. Saviour's.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Eccles, Broomhouse-lane.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Manchester, St. Barnabas. Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bardsley . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Manchester, Cathedral. Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Salford, St. Bartholomew's	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Salford, Great George-street, M.S. Girls' . . .	1 to 6 *f.*	78	.	78 (*a*)	.	55	40	20	20	40	.	5	10	10	34	45	.	52	21	31	12	41	31	15	22	31	24	17	18	6	5	2	.	112	116	90
Infants' . .	1 *g* 2 3 *f.*	93	.	20 (*a*)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	31	.	.	16	311	17	.	.	.	.	.	.	.	216	173	100
Burnley, P. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Heywood, St. Luke's.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(*a*) To sew or knit.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Chorlton on Medlock (*St. Saviour's*).—Inspected 9th January, 1849. 1. Open classes on the floor. The children sit on benches, which form part of double writing-desks, of which the tops fold down, and form backs to the benches. There is also a good gallery for simultaneous teaching. 2. Good. 3. The methods of teaching are chiefly oral, to single classes; simultaneous, and by means of black-board. 4. Very fair. 5. The mistress is above the average in education and manners. The master does not appear a well-educated man, though his school is in very fair order. 6. These seem good schools; boys' girls' and infants'—well supported. The neighbourhood appears tolerably affluent.

Eccles (*Broomhouse-lane*).—Inspected 10th January, 1849. 1. This is a mixed school, held in two rooms, which communicate by means of a moveable partition. The boys and girls are all taught in the morning by the master, a young man trained at Battersea; but he does not mix the boys and girls in the same classes, and so has cumbered himself with eight small classes when four would have been enough. The writing desks and benches are too cumbrous, and a rearrangement of the rooms is almost necessary in order that the master may conduct the schools efficiently. 2. Sufficient. 3. The ordinary methods are pursued. 4. The amount of instruction imparted will, it is hoped, be increased. 5. The master seems a pleasing young man, and will probably improve as he gets age and experience; he has got a certificate. 6. The internal arrangement of the school needs remodelling. Parallel desks and benches were recommended at one end, on a gallery; and benches with standards which screw into the floor throughout the rest of the school.

Manchester (*St. Barnabas*).—Inspected 11th January, 1849. 1. The school is arranged in open classes with loose benches, and has rows of parallel desks on a gallery. It is too dark and gloomy. 2. Pretty good; there seems rather too much scolding, perhaps, but the district is a very poor and a rough one. 3. The ordinary methods are pursued. 4. Not all that could be desired in quality or amount, but it is hoped the school will improve in time. 5. The mistress seems a promising young woman. 6. The schools would be much improved, I think, by skylights. Such a district as this needs and deserves every help and encouragement, out of 10,000 who compose this district, I am told that there is not one above a third-rate shopkeeper. An infant school is greatly needed. An organizing master, or sub-inspector, could do much good for these schools.

Bardsley.—Inspected 12th January, 1849. 1. The master is now teaching both the boys and girls. The two rooms are very good, and open into one another by sliding doors. In one of the rooms there are two sets of parallel desks. 2. Tolerable. 3. The ordinary method is pursued. 4. The instruction is insufficient, but there are great difficulties in this new and poor district. 5. The master is a young man who seems entirely self-educated; he wants, above everything, a visit for a fortnight from an organizing master, or sub-inspector, who would set him on the right tack, and exhibit the best methods to him. The clergyman said he should "jump with avidity" at such a help if the Committee of Council were ever to afford it. 6. This school will need much fostering. The present incumbent is a good and efficient man, but he is going to leave.

Manchester (*Cathedral*).—Girls'.—Inspected 15th January, 1849. 1. Open classes, with benches and double writing-desks, of which the sides let down and form backs to the benches. The school is inconveniently crowded with this apparatus. It may be stated that, in all this district, the day-school seems to be regarded as an appendage to the Sunday-school, and, as regards the internal arrangements, is sacrificed to it. 2. Sufficient. 3. The ordinary methods are pursued. 4. Not all that could be desired in quantity

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books, aged										In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.															
Bolton, Trinity	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Preston, St. Paul's.																																				
Boys' . . .	1 to 8 *f.*	110	.	.	.	.	.	31	22	31	.	17	20	24	24	31	.	58	.	31	63	31	43	70	83	24	16	11	14	12	10	3	5	301	318	.
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	79	.	.	.	.	.	.	.	.	.	80	.
Læyland. Infants' . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Salford, Great George-street. Boys' . .	1 *g* 2 to 4 *f* 5 to 8 *m.*	151	.	6	.	155	39	23	59	59	10	19	16	23	72	17	23	82	23	16	63	39	59	95	17	27	33	35	35	29	8	4	2	246	283	155
Liverpool, Christ Church. Boys . . .	1 *g* 2 to 4 *f* 5 to 7 *m.*	255	9	2	2	15	48	82	82	82	8	22	79	9	82	35	35	136	45	48	54	82	155	73	94	76	54	44	30	25	25	16	13	323	249	270
Girls' . . .	1 to 7 *f.*	148	.	148	.	.	.	16	22	31	.	.	38	30	17	.	30	46	30	38	57	38	82	91	47	64	34	25	34	18	16	13	7	58	79	191
Manchester, Cathedral. Boys' . . .	1 to 6 *m.*	59	.	.	.	.	7	12	3	5	4	2	5	5	8	12	6	23	.	11	4	20	15	34	25	30	14	13	6	4	8	3	.	125	203	64
Girls' . . .	.	51	.	.	26 (*a*)	.	.	.	10	10	.	6	10	19	10	6	.	32	.	10	16	22	26	10	12	31	7	12	15	12	3	3	3	94	89	55
Preston, Trinity Boys' . . .	1 to 3 *f* 4 *m* 5 to 7 *f* 8 *m.*	128	.	.	.	.	.	11	16	18	6	3	10	4	46	5	.	33	18	30	3	32	41	27	65	95	27	17	16	5	4	2	1	273	304	148
Liverpool, St. Luke's. Boys' . . .	1 to 4 *f.*	75	.	.	.	.	.	15	14	24	1	4	9	16	21	44	.	33	.	22	22	36	36	19	16	18	25	19	13	7	6	2	1	60	70	75

(*a*) To sew or knit.

the wife was successful. I regret to say that I often find the *certificate test* no true test as regards the efficiency of a school. In fact this is so striking as to deserve special consideration, lest the certificates should lose weight and credit. The remedy seems to be in laying greater stress than has been hitherto done on practical skill in organizing, governing, and teaching a school; and candidates for a certificate should know this.

Preston (*St. Paul's*), Boys'.—Inspected 25th January, 1849. 1. Open classes, parallel desks at one end on a gallery, and also writing-desks round the room. 2. Pretty good. 3. The ordinary methods are pursued. 4. Tolerable in amount, and appears increasing under the present master. 5. The master has a certificate. This is likely to be an efficient school with the aid of pupil-teachers.

Preston (*St. Paul's*), Girls'.—Inspected 25th January, 1849. It is not possible to report on the organization, &c., of this school, as both the mistress and assistant only commenced their labours on the day of inspection. It may, however, be observed, that a want of discipline was manifest, which it is hoped will disappear prior to next visit. The instruction, too, had been evidently very inadequate in quality and degree. There is a good class-room to the girls' school. The infant-school appears efficient.

Leyland.—Inspected 26th January, 1849. 1. The rooms are beautiful, though a wood floor throughout instead of the usual flags, would be preferable; the children are arranged in the manner customary in infant schools, being partly taught in a gallery, and partly in small classes, grouped round easels. 2. Pretty good. 3. The methods ordinary in infant schools are followed. 4. Pretty fair; some pupil-teachers are required. 5. The mistress is a well-informed and well conducted young woman, who was trained in the Home and Colonial Institution. 6. Is is feared the mistress is likely to be married and lost to the profession. I visited some richly-endowed schools for the poor in this parish, which seemed in a miserable plight. The Charitable Trusts Bill is wanted here.

Salford (*Great George-street*).—Inspected 19th February, 1849. 1. Open classes, with a few rows of parallel desks on a gallery at one end. 2. Good. 3. There are no peculiarities of method. 4. Fair, both in quality and amount. 5. The master seems the personification of steadiness; I think he is a very fair schoolmaster. He was trained at Chester, and has a certificate. 6. This is on the whole the best school I have yet seen in Manchester and Salford; if it does not come up to the title of "model" school, with which it is usually honoured.

6. The master is an industrious person, whose health appears to be suffering from excess of work; he has got a certificate. 6. The boys' school is held in a room, which I judge to be about 10 feet below the level of the earth. The room is still low and ill-ventilated, though it has been raised at some expense lately. I doubt whether pupil-teachers ought to have been apprenticed in such a room; at least so many children should not be allowed to attend the school.

Liverpool (*Christ Church*), Girls'.—Inspected 14th February, 1849. Open classes. Some parallel desks on a gallery should be added. 2. Very fair. 3. Ordinary. 4. Fair. 5. Mistress, a straightforward, painstaking, nervous woman. 6. This room is at the top of the building, and is sufficient.

Manchester (*Cathedral*), Boys'.—Inspected 19th February, 1849. 1. By open classes, on loose benches. Here, as in most of the schools in this part, the classes are long and narrow, so that the teacher is far removed from some boys, which is inconvenient, especially in reading-lessons; he cannot well see the countenance of the boys. 2. Fair. 3. No peculiarities of method. 4. Moderate. 5. The master is a young man, who has a certificate. 6. This school ought to be much better than it is in all respects.

Manchester (*Cathedral*), Girls'.—Inspected 19th February, 1849. 1. The organization is as detestable as it is possible to be. The room is crammed with the most inconvenient desks and benches which it is possible to imagine. They are liked for the Sunday-school; and here, as elsewhere, the day-school is looked upon as a trifling appendage to and graft upon the Sunday-school, instead of *vice versâ*, and the interests of the daily-school are sacrificed to the Sunday-school. 2. Moderate. 3. The ordinary methods are tried. 5. Miss Joens has lately got a good certificate; I wish she had got a good school.

Preston (*Trinity.*)—Inspected 20th February, 1849. 1. Open classes, on loose benches, with three rows of desks on a gallery in one corner. There is a large infant gallery, which ought, in my opinion, to be removed at once, and three more rows of parallel desks added. 2. Fair. 3. No peculiarities of method. 4. Fair. 5. The master is, I believe, a steady, well-principled young man, and has obtained a certificate.

Liverpool (*St. Luke's*), Boys'.—Inspected 22nd February, 1849. 1. Open classes, on loose benches, with writing-desks round the walls; the benches should be screwed into the floor. 2. Fair. 3. No peculiarities of method. 4. Moderate. 5. The master has a certificate, and seems about the average.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on Paper: Abstracts of Composition.	From Copies.	Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Everton and Kirkdale.																																			
Girls' . . .	1 to 3 *f* 4 *m*.	123	12 (*c*)	136 (*a*)	42 (*b*)	.	12	26	26	48	.		3	28	36	30	12	56	28	21	15	26	48	45	32	.	40	26	40	10	6	10	4	100	106	106
Infants' .	1 *g* 2 to 7 *f*.	82	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	8	36	109	.	.	.	.	.	.	.	105	115	86
Edge-hill, St. Mary's, Liverpool																																			
Girls' . . .	1 to 7 *f*.	73	2 (*b*)	.	73 (*a*)	.	.	16	29	29	.	4	8	8	26	46	12	39	.	29	15	28	29	33	13	16	23	9	15	20	14	5	.	47	50	.
Boys' . . .	1 to 7 *f*	100	.	.	.	.	12	21	36	36	2	8	10	10	35	15	20	67	26	43	31	51	36	44	5	12	18	22	38	20	13	9	.	116	136	.
Liverpool, St. Mark's.																																			
Boys' . . .	2 *f* 2 3 *m* 4 5 *f*.	94	.	.	.	.	.	22	22	43	.	12	10	9	34	29	.	36	.	22	29	43	65	22	29	35	28	12	11	13	5	1	2	86	100	85
Windsor, St. Clement's.																																			
Boys' . . .	1 *g* 2 to 6 *f*.	134	.	.	.	.	.	42	32	52	4	14	7	21	57	.	.	64	32	68	35	32	59	67	35	44	30	27	27	20	8	5	1	95	111	139
Girls' . . .	1, 2 *f* 3 to 7 *m*.	105	100 (*b*)	105)	.	.	.	5	13	20	.	6	17	4	20	.	.	31	.	32	42	19	46	63	16	25	23	19	13	11	8	5	2	75	80	100
Liverpool, St. Augustine's																																			
Boys' . . .	1 to 6 *f*.	146	.	.	.	.	78	27	27	52	.	25	2	18	45	85	15	91	27	22	35	72	72	24	50	38	37	30	22	12	10	6	3	100	127	147
Girls' . . .	1 *f* 2 *g* 3 to 5 *f* 6 7 *m*.	112	30 (*b*)	112 (*a*)	.	.	90	24	24	24	.	1	12	21	35	20	.	63	9	29	16	48	48	47	17	34	17	25	29	18	12	10	8	90	100	115
Liverpool, Naylor-street.																																			
Boys' . . .	1 to 6 *f* 7 *i*.	171	1	.	1	.	.	17	20	34	.	8	9	8	39	70	23	67	.	33	53	26	44	23	104	25	35	30	34	28	26	10	2	130	130	160
Girls' . . .	1 to 7 *f*.	126	.	126 (*a*)	.	.	.	15	9	18	.	4	11	1	60	32	.	44	.	21	46	34	56	60	30	15	16	23	22	20	22	16	.	167	177	.

Liverpool, St. Martin's.																																			
Girls' . . .	1 *f* 2 to 7 m	93	.	91 (*a*)	.	.	12	12	12	18	.	3	13	12	10	36	.	49	18	17	26	50	30	22	19	61	2	11	14	12	11	6	3	79	130	87
Rainhill, Church	1 2 *f* 3 4 *g* 5 *f*.	55	.	.	.	.	.	3	5	9	1	2	8	4	9	2	.	25	.	17	24	18	18	31	4	30	13	6	7	13	6	1	1	33	41	77

(*a*) To sew or knit. (*b*) To cut out and make clothes. (*c*) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Everton and Kirkdale, Girls'.—Inspected 26th February, 1849. 1. Open classes, on loose benches in the school-room and class-room, with writing desks round the walls. 2. Very fair. 3. There are no peculiarities of method, unless it be that all here savours of the old school. 4. Moderate in amount. 5. The mistress is a middle-aged person, and I believe of great worth. I am told that she is a friend to the parents, and a second mother to the scholars. All her old scholars assemble annually to visit her. There is a striking cleanliness about this school.

Everton and Kirkdale, Infants'.—Inspected 26th February, 1849. 1. Small classes round easels, and an infant gallery. 2. Adequate. 3. Such as are ordinarily pursued in infant schools. 4. Good in quantity, and moderate in amount. 5. The mistress is a Scotch woman, and appears possessed of ability; she has just got her certificate. 6. On the whole, the impression produced by this school, as well as by the girls', is pleasing. The boys' school is carried on by a master of the old school, a worthy man, I am informed, but one who feels himself not up to the demands of the present times.

Edge Hill (*St. Mary's, Liverpool*), Girls'.—Inspected 2nd March, 1849. 1. Open classes on loose benches; writing desks round walls; an infant gallery. 2. Fair. 3. The ordinary methods are pursued. 4. Moderate in amount, and fair in quality. 5. The mistress has just obtained her certificate, and seems a timid and nervous, but well-disposed woman, of moderate attainments. 6. On the whole, the impression left by this school is pleasing. I was much pleased with the pupil-teacher, especially with her aptitude to teach.

Edge Hill (*St. Mary's, Liverpool*), Boys'.—Inspected 5th March, 1849.—1. By open classes on loose benches, with writing-desks round the wall. Master's desk in centre of room against the wall. 2. Fair. 3. The methods usually pursued. 4. Fair. 5. The master is a decent kind of man, who appears to take much pains in his school. 6. It is a great merit in these schools, that the infant school is made to tell upon the boys' and girls' schools. No children are received into those schools from the infant school till they are seven years of age, or have obtained a certain proficiency.

Liverpool (*St. Mark's*).—Inspected 6th March, 1849. 1. Parallel desks on a gallery, and open classes. 2. Fair. 3. Ordinary. 4. Moderate. 5. The master is a young man, who was trained at Battersea, before it passed into the hands of the National Society. He has only been here a year; the attainments of the children are unsatisfactory. 6. Candidates in the girls' school were to have been examined, but the mistress, a very pleasing person, was (from some private circumstances), about to leave the school suddenly.

Windsor (*St. Clement's*).—Inspected 7th March, 1849. 1. These schools are large and important, and organized in open classes, with writing-desks round the walls. 2. The discipline of the boys' school is sufficient, the same cannot altogether be said of the girls' school; but the mistress is young and may improve in her power of governing. 3. No peculiarity. 4. In the boys' school, considerable in amount; in the girls', moderate. 5. The master is a sensible, plain, straight-forward man, who has a much better school than many with higher certificates. The mistress is young, and barely adequate to so important a school. 6. These schools seem rather in their infancy; indeed the district has an aspect of newness; but they are filled with children, as well as the infant school attached to them.

Liverpool (*St. Augustine's*).—Inspected 8th March, 1849. 1. Open classes, with desks round walls, in both schools. 2. Fair, in both schools. 3. Ordinary. 4. Pretty good in the boys' school; fair in the girls'. 5. The master seems tolerably vigorous, teachable, and possessed of a fair stock of information. The mistress is a pleasing, lively young woman. 6. These are very important schools, in a very bad situation. Great interest is taken in them by some of the laity of the district, especially by Mr. Whitley, a solicitor of this town, whose family interest themselves much in the schools. The Sunday-school especially is deeply indebted to Mr. Whitley and his family.

Liverpool (*Naylor-street*).—Inspected 12th March, 1849. 1. the organization is by open classes, with desks round the walls. 2. in the boys' school, good; in the girls', moderate. 3. The methods pursued in both schools are those ordinarily adopted, and present no peculiarities. 4. Fair in the boys' school; moderate in the girls'. 5. The master has a certificate. 6. These are large and important schools, in one of the very lowest and poorest districts in Liverpool. The clergyman and his wife take much interest in them.

Liverpool (*St. Martin's*).—Girls'.—Inspected 14th March, 1849. 1. By open classes, with writing-desks round the walls. 2. Very fair. 3. Ordinary. 4. Too limited in amount. 5. The mistress is not first-rate, but seems improving. 6. There is a peculiarity about this school to which I object, and which I do not think ever works well, viz., there are some girls who pay a good deal more than the others, and who seem on that account better attended to.

Rainhill (*Church*).—Boys'.—Inspected 16th March, 1849. 1. By open classes, with writing-desks round the wall. 2. Fair. 3. Rather of the old school. Spelling forms a marked item. The children can read, write, spell, say their Multiplication Table, and work their arithmetic—all very fairly, and that is all. A boy in the first class was very confident that he lived in Africa. The master is a man of the old school; his stipend is but small. 6. The clergyman seems very desirous of improving the schools.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books aged										Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14				
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory	From Copies.																	
Ellel, or Galgate	1 *f* 2 to 4 *m*.	50	.	1	.	.	.	5	9	9	4	4	5	4	13	10	6	24	.	.	.	18	18	12	20	40	4	5	3	2	1	2	1	22	25	50
Oswaldtwistle, Cabin End.	1 *f* 2 *m* 3 to 6 *f*.	65	.	.	.	.	.	7	6	10	4	3	8	4	14	41	11	18	.	14	10	15	15	13	37	31	11	9	6	7	6	2	3	32	31	56
Lancaster . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Liverpool, St. Martin's. Boys' . . .	1 to 3 *f* 4, 5 *m*	106	.	.	.	.	.	26	36	47	10	25	20	9	36	96	.	53	29	26	40	47	47	23	36	45	24	29	18	14	11	7	8	174	200	120
Foxdale, N.S. Boys' . . .	1 to 6 *f*.	138	.	.	.	.	70	33	33	33	6	7	26	.	64	.	.	66	.	33	91	66	131	65	57	65	24	29	29	17	22	8	10	35	54	146
Downham, N.S. Boys' . . .	1 to 4 *m*.	71	.	.	.	.	.	12	12	12	.	.	6	2	15	.	.	27	.	24	12	24	24	15	32	57	6	4	4	1	.	2	2	19	17	65
Withington, N.S. Boys' . . .	.	71	.	.	.	.	.	8	8	8	.	7	10	6	21	.	.	58	.	14	.	20	20	33	18	.	.	.	.	.	.	3	.	.	.	74
Douglas, Athol-street, St. George's, N.S. Boys' . . .	1 to 6 *f*	97	.	.	.	.	80	18	37	58	.	18	19	.	33	.	.	39	18	40	58	37	70	33	27	40	20	6	12	20	13	3	4	.	.	112
Girls' . . .	1 to 5 *m* 6 *i*.	95	40	95 (*a*)	.	.	30	.	19	31	.	.	46	.	48	.	.	36	.	19	38	31	49	36	28	41	15	10	12	14	11	10	17	30	60	.
Stretford. Boys' . . .	1 *g* 2 to 4 *f*.	62	.	13	.	.	40	16	29	29	8	12	7	.	17	14	.	38	16	13	24	29	29	18	15	22	18	12	9	7	7	4	4	35	30	68
Colne, N.S. Boys' . . .	1 *g* 2 to 8 *f*.	146	.	.	.	.	29	35	35	33	12	25	20	11	76	54	50	98	50	81	48	85	85	61	150	163	39	36	32	16	9	5	4	118	125	.

(*a*) To sew or knit.

Eltel, or Galgate.—Inspected 20th March, 1849. 1. The organization is on what is called the British and Foreign system, but not well carried out here. Alterations in the position of the desks and benches have been strongly recommended, as I do not consider it possible to teach a school well on the plan adopted. 2. Fair. 3. The methods professed to be those of the British and Foreign School Society. 4. Moderate. 5. The master seems a vigorous kind of young man, who has been at the Borough-road school, and it is thought will work his way upwards. 6. The circumstances of the hamlet of Galgate are rather peculiar. The principal mill-owner, and the person who built these rooms is a dissenter. The young squire of the place, who supported the incumbent, is recently dead. The agent of another chief landowner supports the clergyman.

Oswaldtwistle (*Cabin End*).—Inspected 21st March, 1849. 1. By uniting boys and girls in the morning, and teaching them in open classes. The writing-desks are round the walls. 2. Fair. 3. Ordinary. 4. Moderate. 5. The master is going to St. Bees, with a view to being ordained. He is a pretty good schoolmaster. His successor, I think, will have to work up to the mark, year by year, in order to keep ahead of his pupil-teacher. Both masters were at work in the school. 6. The numbers of this school are not great at present, because a very large mill in the immediate neighbourhood has stopped for about a year, and a great number of cottages, where the labourers at the mill lived, are consequently empty.

Lancaster.—Parochial Boys' School.—Inspected 22nd March, 1849. 1. By open classes, with desks round the wall. 2. Fair, considering the enormous size of the school-room; there is some want of system manifest. 3. Ordinary. 4. Moderate. 5. The master is a respectable, vigorous kind of man, but would derive immense assistance from the aid of a sub-inspector, or organizing master, acting with him for a fortnight. This same remark may be applied to Galgate and Oswaldtwistle schools. There is a rather able assistant-master in this school. 6. This is about the largest school-room in Lancashire; and I have only visited one school where there were more boys.

Liverpool (*St. Martin's*).—Boys'.—Inspected 23rd March, 1849. 1. By open classes, and in two sets of parallel desks. 2. Fair. 3. Ordinary. 4. Defective, inasmuch as the boys are not generally well grounded, but this cannot be the fault of the present master, who has only been here a very short time. 5. I like the present master. 6. This promises to become the most thriving of all the schools under this roof, and will bedeserving of all the aid it can obtain from the Committee of Council.

Fosdale.—Inspected 8th September, 1849. 1. Classes chiefly in parallel desks; some open classes on the floor. 2. Very good. 3. The only peculiarity of method is, that the children, in their reading-lessons, when they do not know a word, are not allowed to spell it, but are told the whole word. This is a kind of phonic method, but it does not seem to answer here, for the children do not read well. 5. Appears a very pleasing and efficient man. 6. In estimating the character of instruction in this school, I have had regard to the recent establishment of the school, and to the rude elements on which the master has had to work. Taking these points into consideration, the school is in a very satisfactory state. This school is in a very wild district. To reach the school I crossed two bleak and barren mountains, and I was equally surprised and delighted to find in this remote valley a large and well-appointed school, filled with happy and intelligent children, under an able and cultivated master, trained at Battersea. Books and apparatus—good supply. Desks and furniture—master's desk, six sets of parallel desks (three deep each), box-seats, loose benches, clock and stove.

Downham.—Inspected 22nd September, 1849. 1. Imperfect. 2. Moderate. 3. Ordinary. 5. A respectable young man, who seems anxious to do his best. 6. The children pay, per week, 1*d.* for reading only; 3*d.* if they write as well as read, and this 3*d.* does not include the price of copy-book; 5*d.* if they learn arithmetic in addition to reading and writing. I think this scale of payment, according to subjects learnt, a most defective and injurious system. If the parents are 10*l.* householders, they pay 2*d.*, 4*d.*, and 6*d.*, on the above plan. Books and apparatus—books deficient, apparatus pretty good, save in black-boards. Desks and furniture—stone floor, master's desk, loose benches, and box-seats, writing-desks along the wall, book-closet.

Withington.—Inspected 29th September, 1849. 1. Seven classes. 2. Fair. 3. Ordinary. 5. Seems a painstaking man. 6. The school might be better organized. The children write well. Books—fair. Apparatus—moderate. Desks and furniture—master's desk, writing-desks, some facing the wall and some looking into the room, with fixed benches, and loose benches for the open classes.

Douglas (*Athol-street, St. George's*), Boys'.—Inspected 1st September, 1849. 1. Six classes on the floor. The children write in the parallel desks. 2. Good. 3. Ordinary. 5. A young man trained at Battersea. He maintains good order and discipline. 6. This school wants a good wooden floor. Books and apparatus—fair supply of both. There is a good supply of black-boards. Desks and furniture—very bad brick floor, a set of parallel desks four deep, loose benches, box-seats, clock, master's desk.

Douglas, (*Athol-street, St. George's*), Girls'.—Inspected 8th September, 1849. 1. Six open classes on the floor. 2. Moderate. 3. Usual. 5. A pleasing young Scotch woman, trained under Mr. Stow, at Glasgow. Books and apparatus—moderate supply of both. In particular, there is a want of good spelling and reading cards for the lowest classes. Desks and furniture—raised platform and desk for mistress, loose benches, and stool seats, closets and boxes for the books, &c., clock.

Stretford.—Inspected 29th September, 1849. 1. Some classes in desks and some on the floor. 2. Very fair. 3. The classes vary according to the subject taught; a method which I do not like. 5. Seems an able and faithful person. 6. The children pay 3*d.*, 4*d.*, and 5*d.* a-week each. There is a boy in this school named Birkenhead, who appeared to me to be admirably fitted for a pupil-teacher, if the numbers would have allowed of another pupil-teacher. Books and apparatus—good supply. Desks and furniture—wood pavement, two sets of parellel desks on a gallery, four deep each, loose benches and seats, master's desk, printing press.

Colne.—Inspected 26th March, 1849.—1. The children are taught in square open classes, with loose benches, and in parallel desks on a gallery. 2. Fair. 4. Above the average. 3. Those which are almost invariably pursued. 5. Is a meek, patient, humble man, in delicate health, yet evidently superior to the generality, and with his heart in his work. 6. There is much mental activity in this school, and the children seem naturally quick. I wish the Committee of Council would encourage the managers of the school to improve the master's residence. I was struck by it, and inspected it, and I consider it injurious to health, and therefore to the efficiency of the teachers. It needs enlargement, and also protection from the draughts and currents of air to which it is subjected, both by its situation on the hill, and by its own imperfect construction. There are here two large rooms, one above the other, and the master is considered to be in charge of both schools: he teaches the elder boys and girls in the upper room, and his wife conducts the lower school on the infant system, under his direction. My remarks refer to the upper school only.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllabes.	Number of Children on the Books aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Bickerstaffe.																																				
Boys' . . .	1 2 *f* 3 *m* 4 *f*.	57	1	1	1	.	10	5	10	24	.	10	13	17	11	5	10	28	10	14	29	25	25	30	2	10	15	8	9	10	8	4	8	12	31	60
Girls' . . .	1 *g* 2 to 6 *f*.	83	.	12 (*b*)	70 (*a*)	.	13	19	19	20	.	13	5	6	26	66	13	48	13	11	11	36	36	13	34	40	11	4	9	4	7	7	8	12	28	93
Ormskirk.																																				
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Waterloo.																																				
Boys' . . .	1 to 4 *f*.	51	.	.	.	.	.	18	18	18	2	2	6	11	9	5	4	25	.	18	8	32	18	.	19	29	9	6	6	3	1	2	2	12	18	55
Girls' . . .	1 to 5 *f*.	50	.	36 (*a*)	2 (*b*)	.	.	9	9	9	.	1	4	5	13	12	2	18	.	10	9	8	8	11	31	26	7	8	6	4	1	2	1	10	19	53
Granby Road.																																				
Girls' . . .	1 to 4 *f*.	38	.	.	38 (*a*)	.	.	2	2	11	.	.	3	10	25	10	.	22	.	9	15	10	.	7	21	25	19	14	9	6	5	3	1	83	104	60
Eccles, Bromhouse-lane.	1 to 4 *m*.	56	.	7	.	8	.	27	27	27	7	1	20	7	.	.	.	44	.	27	12	27	27	18	11	.	.	.	.	.	.	.	.	18	26	52
Malew, Castletown, N.S.																																				
Boys' . . .	1 *f* 2 to 5 *m*.	75	.	.	.	.	.	6	6	20	.	9	11	.	25	.	.	28	.	20	31	20	20	35	30	10	11	16	17	9	11	6	6	29	36	80
Girls' . . .	1 to 5 *m*.	82	.	.	82 (*a*)	.	.	6	12	17	.	5	17	16	20	28	.	21	.	17	35	17	17	39	26	26	10	21	12	13	6	3	3	24	24	75
Ashton-under-Lyne, Christchurch.																																				
Boys' . . .	1 to 3 *f* 4 5 *m*.	94	2	1	.	2	77	10	12	20	5	3	9	10	24	22	.	59	26	31	23	41	41	18	35	60	21	28	22	2	1	2	2	32	170	108
Girls' . . .	1 to 3 *i*.	47	.	.	47 (*a*)	.	27	.	.	6	.	.	7	.	13	.	.	14	.	.	3	.	18	.	29	40	11	9	2	2	4	2	.	23	47	36
Chorlton-on-Medlock, St. Saviour's.																																				
Boys . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

is perhaps more attention to prayers and to singing than is generally to be seen. 5. Has not been here long. He was trained at Chester. He seems a man of fair attainments and skill, but is, I fear, weak in health. The mistress is from Whitelands, and is a pleasing person. 6. These schools are more complete in their arrangements, in their supplies of apparatus and books, and generally in their whole equipment and *tournure* than any schools I have seen. In these respects the schools, playgrounds, and teachers' residences are models. This is chiefly to be attributed to the good taste of the clergyman, Mr. Abraham, who, however, has been most handsomely supported by the Earl of Derby. The Earl gave 500*l.* for the teachers' residences alone. Something also is attributable, perhaps, to the taste of the first master from St. Mark's. The boys' school is suffering from the effects of changes of masters.

Ormskirk, Boys'.—Vicar's School.—Inspected 29th March, 1849. 1. The children are arranged in open classes, on loose benches. There are desks along the wall, at which they write, and there is a master's desk. 2. Effective. 3. The children are taught in the usual way. 4. Very fair in amount. 5. The master is a young man from St. Mark's College, who appears to be getting on very nicely. 6. Great pains are taken with this school by the clergy. The room was remarkably neat and clean when I saw it and appeared very wholesome. I was informed by the clergyman that he intended to build a much better room if he were allowed the advantages offered in the Minutes of Council of 1846, &c. For aught I could see, the school is deserving of such aid.

Ormskirk, Girls'.—Vicar's School.—Inspected 29th March, 1849. 1. This school is arranged for open classes, on loose benches, and also has parallel desks on a gallery. 2. Pretty good. 3. The ordinary methods are pursued. 5. The mistress is rather a pleasing young woman. 6. The curate of Ormskirk, Mr. Blenkinsopp, takes great pains with the girls, especially in teaching arithmetic to them. The present room, like that of the boys' school, is not perhaps all that could be desired. There is a nice infant school under the girls' school, but I did not examine it particularly. In the three schools there were 200 children.

Waterloo.—Inspected 30th March, 1849. 1. Open classes on loose benches. There is a long desk in the boys' school, at which the children write; when writing, the children look into the room. Girls are taught writing by the master, and at present arithmetic also. 2. Adequate. 4. Moderate. The school is new, and indeed, the whole district is new, but will probably become large and important. 3. Those usually pursued; and there is no peculiarity, except those mentioned under the 1st head. 5. I was pleased with both master and mistress; they are neither very experienced, but may succeed, with study and pains. 6. This is a convenient watering-place for Liverpool and the neighbourhood, which has recently come into vogue. The district seems likely to become populous.

Granby-row.—Girls'.—Inspected 2nd April, 1849. 1. Open classes, and parallel desks. 2. Moderate. 3. Ordinary 4. Moderate. 5. Appears to me to be inadequate to the school which ought to exist here.

Eccles, Bromhouse-lane.—Inspected 6th October, 1849. 1. Four classes, partly in desks, and partly on the floor. 2. Fair, and order improved. 3. Ordinary. 5. A young better. I am told that the population is rural, and children in such a district are not generally so intelligent as the population of a town. I hope, however, to see the attainments of the children greater than they are at present. Books and apparatus—sufficient supply of both. Desks and furniture—master's desk; two sets of parallel desks, three deep each; loose benches and closet-seats; writing-desks round the walls; clock; two fire-places; folding doors.

Malew (*Castletown*), Boys'.—Inspected 8th September, 1849. 1. Open classes. Better organization is required. 2. Moderate. 3. Ordinary. 5. A middle-aged man, of moderate qualifications. Books and apparatus—moderate supply. Some good copy-slips are wanted. Desks and furniture—master's desk; writing-desks along the wall. There is a want of benches for the classes.

Malew (*Castletown*), Girls'.—Inspected 8th September, 1849. 1. Five open classes. 2. Fair. 3. Ordinary. 5. Seems a pleasing young woman. 6. Ventilation might be improved, I think. Books and apparatus—fair supply of both. Some copy-slips would be useful. Desks and furniture—mistress's desk; loose benches; writing desks.

Ashton-under-Lyne, Christ Church, Boys'.—Inspected 3rd April, 1849. 1. Open classes on loose benches, and parallel desks on a gallery. There is an organ. 2. Moderate, but the district is rough and rude. 3. Ordinary. 4. Moderate, but all is new here. 5. The master is a well disposed, but not clever young man, who was for some time at the Westminster Institution. 6. This district is steeped in poverty, is very rude, and abounds in socialism. The clergyman does all that man can do for the schools, but he is shamefully supported, or rather, not supported at all; indeed, he evidently works too hard. The Pastoral Aid, or the Curate's Aid Society ought to give him a curate, which would be a great help to the school, as well as to the other parts of the parish.

Ashton-under-Lyne, Christ Church.—Girls'.—Inspected 3rd April, 1849. This school is too wretched in all respects to be worthy of detailed notice. What is wanted is a good mistress, and funds wherewith to pay her.

Chorlton-on-Medlock, St. Saviour's, Boys'.—Inspected 4th April, 1849. 1. Open classes on benches. Double writing-desks, and an infant gallery. A door opens from the boys' into the girls' school. The infant gallery is continued along in the girls' school, and the master reads prayers to both schools from the doorway. 2. Effective, though the master is perhaps a little rough. The clergyman, however, to whom I mentioned this point, says that the boys are attached to the master. 3. Those almost universally pursued, with little or no peculiarity. 4. Very fair. Great pains are taken with the writing, which is very good. 5. Is a self-educated man; uncouth, but above the average. He appears to possess one element of success, viz., that he is devoted to his work, and takes a pleasure and a pride in it. 6. This is a successful school. The district is evidently far above many in wealth.

Chorlton-on-Medlock, St. Saviour's, Girls'.—Inspected 4th April, 1849. 1. Precisely as in the boys' school. 2. Good. 3. Ordinary. 4. Very fair. 5. Much above the average in appearance, manners, intelligence, and aptitude to teach. She does not discredit her certificate.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books, aged									In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition. From Dictation or Memory.	From Copies.														
Habergham, All Saints'.																																		
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Astley, N. S.																																		
Boys' . . .	1 to 5 *f.*	70	.	1	1	.	.	12	12	12	3	9	16	12	14	.	.	47	12	16	23	40	40	14	16	.	15	30	20	20	8	4	3	20	40	80
Burnley, St. James.																																		
Boys' . . .	1 *f* 2 to 9 *m.*	124	.	.	.	.	.	13	13	28	2	1	5	.	25	20	.	20	9	34	64	28	40	16	80	78	19	18	12	9	17	2	.	42	48	129
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Habergham Eaves, Trinity Mixed . .	1 *m* 2 to 4 *f.*	70	.	.	.	.	14	.	17	38	.	4	6	5	22	.	.	35	.	10	15	38	17	15	17	38	5	5	6	5	9	2	.	.	.	70
Salford, St. Matthias.																																		
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Manchester, All Souls'.																																		
Boys' . . .	1 to 6 *f.*	100	.	.	.	.	.	21	12	21	2	6	13	8	39	.	.	50	.	44	50	21	44	66	13	32	22	8	20	7	5	1	.	228	251	90
Manchester, St. Andrew's, N.S.																																		
Boys' . . .	1 to 4 *f.*	64	1	2	.	24	38	.	24	24	5	5	4	.	35	.	.	40	14	24	24	24	38	28	12	26	19	11	16	7	4	3	.	96	97	80
Girls' . . .	1 *f* 2 3 *m.*	55	25 (*c*)	55 (*a*)	6 (*b*)	.	.	16	16	35	.	2	8	2	23	.	.	23	.	16	32	16	35	19	20	35	12	20	6	2	2	2	.	70	151	171
Liverpool, North																																		
Girls' . . .	1 *f* 2 *m* 3 to 5 *f.*	184	10 (*b*)	184 (*a*)	.	.	54	42	42	42	.	.	14	28	83	.	.	99	.	71	91	71	71	54	65	40	54	43	30	20	23	6	4	190	206	184
Liverpool, St. Luke.																																		
Girls' . . .	1 to 4 *m.*	41	.	10 (*b*)	.	.	.	10	10	19	.	.	9	1	25	.	.	30	.	19	11	19	19	22	7	.	.	.	.	.	.	.	.	.	.	72
Leigh, N. S.																																		
Boys' . . .	1 to 4 *f.*	56	.	.	.	.	.	14	27	27	9	2	1	1	23	19	.	32	.	27	24	27	29	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

1. Organization. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Habergham, All Saints', Boys'.—Inspected 25th April, 1849.—Examined this school at the request of the managers. As I examined it in December last, and made a full report on the above-named particulars, and as no alteration has taken place in the school, I have little to report save that the children seem to have made tolerably fair progress. I cannot, however, speak so favourably of the progress of the pupil-teachers. I did not examine them thoroughly, but I gave them a preliminary examination in arithmetic and grammar, and I found them so defective as to make me a little afraid lest they should fail at the end of the year, when I shall have to examine them for the second year's stipend.

Habergham, All Saints', Girls'.—Inspected 25th April, 1849. I am happy to say that there is a manifest improvement in this school since December last. The girls answered better on all subjects, and their reading was very greatly improved; at the same time, there is still much room for improvement. The half-time system is a great hindrance in the way of getting a good school, and the print-work system is still worse. The pupil-teachers of the girls' and infant schools have made progress.

Astley.—Inspected 6th October, 1849. 1. Five classes on the floor, and in the infant gallery. 2. Fair. 3. Usual. 5. Seems a pleasing and tolerably well-informed young man: untrained. 6. On the whole, this appears to be a very thriving school. Books and apparatus—very fair supply. Desks and furniture—master's desks; writing desks along walls; loose benches, and seat-boxes; infant gallery; stove near centre of room; clock.

Burnley, St. James.—Inspected 27th April, 1849. 1. Mixed boys' and girls' school; eight classes; partly open square classes on benches, and partly in rows behind one another on parallel benches of an awkward description. There is an infant gallery. The writing takes place at desks round the walls, and the children sit facing the wall. The school is mixed. A curtain separates boys and girls in the afternoon. I do not consider the organization or the classification of the school to be good. An organizing master, or a sub-inspector would be of immense use here. 2. Moderate. 3. Ordinary. 4. Moderate. 5. The master is a young man trained at Chester; he has not been here more than twelve months, I believe, and has great difficulties to surmount. Still, I think, he needs the advice and assistance of an experienced master. 6. Great allowance is to be made for the difficulties in such a place as this. A rate is needed for the efficient maintenance of schools in such places.

Habergham Eaves (Trinity).—Inspected 27th April, 1849. 1. In four classes, three of which sit in parallel desks on a gallery. 2. Fair. 3. Ordinary, oral, and catechetical methods. 4. Moderate. 5. Not equal to pupil-teachers. 6. The two pupil-teachers in this school are two of the finest lads I have met with; in fact, they keep the school to a very great extent. They were apprenticed to a competent man: he went, and an inexperienced man, who is chiefly skilled in music, was appointed master. The pupil-teachers, however, have been instructed by Mr. Grant, the able master of the neighbouring school in the town of Burnley, and will, I hope, receive their fees. The lads well deserve it.

Salford (St. Matthias).—Inspected 30th April, 1849. 1. Open classes on the floor, also in parallel desks on a gallery. 2. Fair. 3. The usual oral and catechetical methods, without any peculiarity. 4. Scanty in amount and quality. 5. The master has not been here very long. He has a certificate, but I doubt whether he has a turn for school-keeping. 6. There is here a very peculiar set of maps in a frame (Johnston's): they revolve round so as to display any map which is required. There ought to be pupil-teachers in this school.

Manchester (All Souls').—Inspected 10th October, 1849. 1. Six classes, chiefly open square classes, on the floor. 2. Good. 3. Ordinary. 5. Trained at Battersea. 6. This seems a thriving school in a very poor, but populous district. Books and apparatus insufficient supply of both. Desks and furniture—master's desk; parallel desks on a gallery, three rows deep; one double writing-desk, also a desk along the wall; loose benches and closet seats; small stove; book closet.

Manchester (St. Andrew's), Boys'.—Inspected 29th September, 1849. 1. Five classes, partly in open classes on the floor, and partly in the desks. 2. Good. 3. Ordinary. 5. Trained at Battersea. 6. I believe the attendance was below the average on the day of my examination. Books and apparatus and furniture—master's desk; two sets of parallel desks, viz., one of four rows deep, on a gallery, and another of three rows deep, not on a gallery; loose benches and seat-boxes.

Manchester (St. Andrew's), Girls'.—Inspected 29th September, 1849. 1. Four classes, partly in parallel desks, and partly in open classes on the floor. 2. Fair. 3. Usual. 5. Seems an intelligent person. 6. This school needs encouragement. It is in a very poor and populous district. Books and apparatus—fair supply. Desks and furniture—two sets of parallel desks, viz., one on a gallery, two rows deep, and the other not on a gallery, three rows deep; book closet; benches.

Liverpool, North.—Inspected 9th October, 1849. 1. Seven or eight open classes on the floor, and in the infant gallery. 2. Very fair. 3. No peculiarity. 5. Seems a straightforward, well-behaved, and respectable person. 6. This is a very large and important school, in a poor and populous district. Books and apparatus—fair supply of both. Some more maps would be an advantage, and some more black-boards. Desks and furniture—work-tables; writing-desks along the walls; loose benches and box-seats; book closets; class-room, with an infant gallery.

Liverpool (St. Luke).—Inspected 9th October, 1849. 1. Four open classes on the floor. 2. Moderate. 3. Ordinary. 5. Has been in the Institution of the British and Foreign School Society. 6. I have not much to say in favour of this school, but there has been much sickness in almost all the schools which I have visited lately, which has greatly thinned the schools, and caused much irregularity in the attendance. Books and apparatus—imperfect supply. Desks and furniture—mistress's desk and work-table; writing-desk along wall; loose benches and closet-seats; book closet; clock; gas-fittings.

Leigh.—Inspected 9th October, 1849. 1. Four open classes on the floor. 2. Good. 3. The usual methods are followed. 5. Seems a painstaking young man. Books and apparatus—fair supply. Desks and furniture—tile-floor; master's desk; writing-desks round the walls; loose benches and seat-boxes; two stools.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Manchester, Redbank, St. Thomas.																																				
Boys' . . .	1 to 5 *f.*	73	.	.	.	.	5	18	18	34	3	4	14	.	40	.	.	60	.	33	13	34	49	37	12	39	16	17	11	6	6	1	.	76	105	.
Girls' . . .	1 to 4 *f.*	70	.	.	70 (*a*)	.	2	20	20	20	.	.	14	10	45	.	.	42	.	32	27	20	35	30	20	40	14	6	9	7	2	1	1	69	76	57
Infants' . .	1 to 5 *f.*	96	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	59	.	.	22	74	88	11	2	1	.	.	.	.	110	112	96
Salford, St. Matthias.																																				
Infants' . .	1 to 8 *f.*	64	.	.	12 (*a*)	.	.	.	.	70	.	.	.	.	.	.	.	.	.	.	.	.	19	1	117	174	.	.	.	.	.	.	.	139	150	
Manchester, St. Ann's.																																				
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Toxteth Park, St. Thomas																																				
Boys' . . .	1 *f* 2 *a* 3 *r* 4 *r* 5 6 *m.*	181	.	.	.	.	.	38	38	38	.	8	19	22	130	.	.	93	15	38	88	38	31	67	45	44	64	47	32	16	9	5	6	181	197	183
Girls' . . .	1 to 7 *m.*	168	.	.	160 (*a*)	.	.	.	.	43	.	.	43	17	57	80	.	92	.	43	76	43	100	74	51	44	36	45	25	20	15	20	14	75	100	155
Liverpool, St. Simon's.																																				
Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Farnworth.																																				
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls' . . .	1 to 3 *f* 4 to 7 *m.*	86	.	15 (*b*)	86 (*a*)	.	.	17	17	28	.	.	7	3	31	.	.	37	.	11	49	17	28	24	45	Various ages from 7 to 11.								.	80	
Deane, N. S.																																				
Boys' . . .	1 *f* 2 to 4 *m* 5 *i.*	50	.	.	.	9	12	14	14	14	.	8	6	.	14	.	.	44	14	.	.	28	28	17	5	.	.	.	.	.	.	.	.	.	.	.	
Bolton-le-Moors, Immanuel.																																				
Boys' . . .	1 *g* 2 to 8 *f.*	141	2	2	.	.	.	26	26	49	9	7	19	23	39	125	40	83	26	23	48	49	73	39	53	69	33	26	28	29	7	6	1	103	90	184
Girls' . . .	1 2 *f* 3 to 8 *m.*	90	.	.	90 (*a*)	.	.	12	12	32	.	1	3	27	25	100	12	20	6	15	60	32	32	24	34	68	13	20	18	16	5	6	1	60	50	120

(*a*) To sew or knit. (*b*) To cut out and make clothes.

Manchester, Redbank (St. Thomas), Boys'.—Inspected 6th October, 1849. 1. Five open classes on the floor. 2. Fair. 3. Usual. 5. Seems intelligent and well behaved. 6. The writing-desks in this school are bad, and might be much better arranged. Hullah's sheets are wanted. Books and apparatus—books deficient, apparatus fair. Desks and furniture—master's desk; four double writing-desks, and one along the wall; loose benches and box-seats; stove; book closet.

Manchester, Redbank (St. Thomas), Girls'.—Inspected 6th October, 1849. 1. Four classes on the floor. 2. Very fair. 3. Ordinary. 5. Trained for some months at the Home and Colonial Institution. 6. I think there should be a more effectual partition between the boys' and girls' schools, so as to exclude the noise. Books and apparatus—very fair: books moderate. Desks and furniture—work-table; no writing-desks, as the girls write in the boys' school; loose benches and box-seats, also chairs; stool; clock; a useless raised platform.

Manchester, Redbank (St. Thomas).—Inspected 6th October, 1849. 1. Five classes, partly on the open floor, and partly in the gallery. 2. Fair. 3. Ordinary. 5. A very young woman, who may succeed, if she is industrious and persevering. Books and apparatus—fair supply. Desks and furniture—infant gallery; loose benches; clock; stool.

Salford (St. Matthias), Infants'.—Inspected 1st May, 1849. 1. On infant galleries, and in classes grouped round easels. 2. Effective. 3. The usual one. 4. Very fair. 5. A very pleasing young woman. I found her rather defective in arithmetic. 6 This is a large and important school, in a densely peopled district.

Manchester (St. Ann's), Girls'.—Inspected 2nd May, 1849. The children are in open classes, on benches. 2. Seems pretty fair. 3. Ordinary. 4. Appears moderate. 5. The mistress seems a pleasing person, but is, I regret to say, in delicate health at present.

Torteth Park (St. Thomas), Boys'.—Inspected 24th May, 1849. 1. Six open classes on the floor, on benches. More room is wanted. 2. Good. 3. The usual oral and catechetical methods are employed, and there is no peculiarity. 4. Very fair. 5. Is a well-behaved, steady young man, of fair attainments. 6. More school room is wanted. The rooms are too crowded, and overflowing with children; but this is better than the empty and desolate appearance of too many schools in Manchester.

Torteth Park (St. Thomas), Girls'.—Inspected 25th May, 1849. 1. Open classes on benches on the floor. The writing-desks are around the walls. 2. Moderate. 3. The methods have no peculiarity. 4. Deficient in amount and quality. 5. Does not seem a person of great attainments, or a skilful disciplinarian. 6. The school is too crowded, and more room is wanted.

Liverpool (St. Simon's).—Inspected 4th June, 1849. 1. This is a school held in a hired room; is arranged in open classes on the floor. 2. Pretty fair. 3. The usual methods are pursued. 4. Moderate. 5. Is a pleasing young woman, of moderate attainments. The district is very poor, and, I fear, vicious.

Farnworth, Boys'.—Inspected 5th June, 1849. There is a very good boys' school here, but the master (a very pleasing man) doubts about the advantage to the school from having pupil-teachers. He conscientiously fears that he could not devote himself to the school as he now does if he took pupil-teachers.

Farnworth, Girls'.—Inspected 5th June, 1849. 1. Open classes, on the floor. 2. Pretty good. 3. Usual. 4. No peculiarity. 5. Seems a pleasing young woman. 6. The indentures of the pupil-teacher have been lost, if they were ever sent. The incumbent has been absent for some time, from ill health. This is a populous manufacturing village, adjoining Bolton. The schoolrooms are very good in all respects, save the stone floors, which cannot be altered. Books and apparatus—good supply. Desks and furniture—stone floor; infant gallery, to which I prefer rows of parallel desks; and benches on a low gallery. There should be benches for the children to sit upon; at present they stand too much in their open classes.

Deane.—Inspected 6th June, 1849. 1. Open classes. 2. Seems good. 3. Ordinary. 5. The clergyman thinks highly of him, and he has seen more of him than I; but as far as I could judge, from a visit of six or seven hours, I think him too conceited, and not sufficiently attentive to the lower classes. 6. The population of Deane is put down in the Clergy List at 20,594. The average attendance at the boys' school is about 45. Now, even supposing the population to be only 5,000, instead of 20,594, this attendance of boys seems rather inadequate. I merely mention the fact: it may, perhaps, be accounted for satisfactorily. This is the only special circumstance connected with the school and district which I have here to mention. Books and apparatus—a very fair supply of both; but another good black-board is wanting, and there is no globe. Desks and furniture—master's desk; desks and benches round the walls, at which the boys write; a few benches in the room.

Bolton-le-Moors (Immanuel), Boys'.—Inspected 7th June, 1849. 1. Open classes on benches on the floor. Double writing-desks, and desks round the walls. 2. Fair. 3. Oral and catechetical. 4. Very fair. 5. Trained at Battersea. 6. Is a large school, which appears to be doing much good. I could wish that the separation from the girls' school were complete. The room wants better ventilation.

Bolton-le-Moors (Immanuel), Girls'.—Inspected 8th June, 1849. 1. Open classes on the floor 2. Very fair. 3. The usual methods are employed. 4. Fair. 5. Is a pleasing young woman, of fair attainments. 6. The defect of this school is the imperfect separation from the boys' school, whence results too much noise. This room also wants more ventilation. These schools owe much to the zeal and activity of the clergyman, the Rev. George Levy.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading.				Number of Children on the Books, aged											In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reductions.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition. From Dictation or Memory.	From Copies.															
Manchester, St. James.																																			
Boys' . . .	1 *m* 2 3 *f*	46	.	.	.	2	.	17	17	17	.	2	15	12	15	16	.	29	2	15	17	26	17	13	16	15	8	9	18	15	4	4	1	68	135	60
Girls' . . .	1 to 5 *m*.	42	.	50 (*a*)	.	.	.	5	5	5	.	.	.	5	21	10	.	26	.	5	16	5	26	21	16	17	25	4	7	4	2	1	.	.	.	50
Rochdale, Parish Church.																																			
Mixed. . .	1 to 8 *g*.	238	.	.	.	35	79	55	35	62	.	20	42	.	112	.	.	107	12	81	129	62	62	144	32	98	30	40	70	60	40	.	2	150	200	320
Irwell.																																			
Girls' . . .	1 to 6 *m*.	43	.	41 (*a*)	.	.	.	5	5	5	.	.	.	3	2	.	.	12	.	.	28	.	5	19	18	.	.	.	.	.	.	.	.	.	.	.
Unsworth.																																			
Boys' . . .	1 *g* 2 *f* 3 to 5 *m*.	57	1	.	.	19	.	5	5	19	4	5	12	14	6	9	9	22	14	19	33	5	25	20	32	32	10	18	11	14	7	3	2	27	53	65
Girls' . . .	1 to 5 *m*	48	.	36 (*a*)	.	.	.	4	5	5	.	.	4	3	9	6	.	9	.	5	15	5	14	9	34	37	10	9	6	4	3	.	.	23	32	45
Bacup.																																			
Mixed. . .	1 to 5 *m*.	60	.	.	.	.	.	12	9	9	.	2	7	9	14	.	.	7	.	.	43	9	9	14	37	14	20	11	8	3	2	2	.	30	30	60
Halsall.																																			
Mixed. . .	1 to 4 *f*.	41	.	.	.	.	.	10	10	10	.	9	3	5	9	.	.	24	10	.	17	10	26	24	7	.	.	.	.	.	.	.	.	.	.	.
Salford, St. Matthias.																																			
Girls' . . .	.	55	.	70 (*a*)	.	.	.	10	19	19	.	.	8	4	16	.	.	33	.	10	22	19	28	24	12	11	11	17	10	3	7	2	2	76	100	70
Salford, Christ Church.																																			
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Infants' . .	1 to 5 *f*.	85	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8	77	111	4	3	3	1	.	.	.	110	158	90
Girls' . . .	1 *f* 2 to 6 *m*.	81	.	79 (*a*)	.	.	.	16	16	16	1	1	16	27	13	72	6	35	18	16	46	22	22	18	41	58	12	10	6	4	5	10	4	50	85	.

(*a*) To sew or knit.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Manchester (*St. James*), Boys'.—Inspected 11th June, 1849. 1. Open classes. 2. Fair. 3. Usual. 5. Seems an intelligent young man. 6. I visited this school on the day that it re-opened after the holidays. Of course this was disadvantageous to the school, because the attendance was not good, and because the children had time to forget a part of their knowledge. The district of St. James is poor and populous. Books and apparatus—two easels and three black-boards; more maps are wanted; above all, books are wanted; no globe. Desks and furniture—desks and benches.

Manchester (*St. James*), Girls'.—Inspected 12th June, 1849. 1. Five open classes on the floor. 2. Fair. 3. Usual. 5. A respectable young woman, of fair attainments. 6. This is a fine school-room, in a populous and poor district. I saw these schools under disadvantageous circumstances; but still there ought to be better schools in so large and important a district. It is most strange that the attendance in Manchester should be so bad. Books and apparatus—moderate supply. Desks and furniture—desks along the walls; benches; table.

Rochdale (*Parish Church*).—Inspected 12th June, 1849. 1. Four classes, in parallel desks on a gallery, and four in open squares on the floor: eight altogether. There are 171 half-timers in this school, which adds greatly to the difficulty of efficient organization. The organization is excellent. 2. Excellent. 3. The usual oral and catechetical methods are employed, with the help of pupil-teachers and monitors. 4. Decidedly good throughout; indeed, considering the time the master has been here, and the difficulties of the case, I am surprised at the excellence of the instruction. No child is neglected. 5. Is a really good one. He is just fitted for his work, and his work for him. He would not do so well, perhaps, out of Lancashire. 6. This is, of its kind, on the whole, the most efficient school I have yet examined. I expect it to become a capital nursery for pupil-teachers. Dr. Molesworth does not enforce the catechism if parents offer any objection.

Irwell.—Inspected 13th June, 1849. 1. Open classes. 2. Moderate. 3. Ordinary. 4. Imperfect. 5. Seems amiable, but perhaps scarcely vigorous and energetic enough. 6. I did not see any manager of this school, and therefore I did not learn much about the resources of the school, its managers, and the population for whom it is intended. My impression from what I saw is, that the school is languishing. Books and apparatus—inadequate, especially in books. Desks and furniture—loose benches; high stools; long double writing-desk down one side. The room is separated from the infant school by a curtain.

Unsworth, Boys'.—Inspected June 14, 1849. Open classes and classes in the parallel desks. 2. Fair. 3. Usual. 5. Seems a steady well-informed young man. 6. There are print-workers in this school, which is a great drawback upon the excellence of any school, for they only attend school 150 hours in six months. They are a heavier drag upon, and hindrance to, a school even than the half-timers. Books and apparatus—fair supply. Desks and furniture—tile floor; six sets of good parallel desks and benches.

Unsworth, Girls'.—Inspected June 14, 1849. 1. Open classes and classes in the parallel desks. 2. Fair. 3. Ordinary. 5. A very respectable woman, but she has been accustomed to an infant school, and is, perhaps, scarcely alive to all that ought to be taught in a girls' school. 6. I fear these schools are struggling for existence in a rough district. Manufacturing villages of this kind appear to be the most uncivilized places in the world. Books and apparatus—want reading-books. Desks and furniture—benches and parallel desks on a gallery.

Bacup.—Inspected June 15, 1849. 1. Open classes. Writing-desks round the walls. 2. Very fair, considering that Bacup is the *ultima thule* of civilization in England. 3. Ordinary. 4. Moderate. 5. A middle-aged man, from whom great things must not be expected. But can a trained and cultivated man be induced to live in Bacup? The mistress says that she could not live in Bacup if it were not that she regards herself as a missionary. 6. Bacup indeed deserves a few words under the head of *special*. I trust the place is a specialty. It is an out-of-the-way populous manufacturing village. A few large mill-owners appear to live outside of the town, and savage ignorance seems to reside in the place. There appear to be a few respectable persons in the town, viz., the policemen. The prevailing sect is the "Particular Baptists." When the "Particular Baptists" have a charity-sermon, the parish church used to be closed for the occasion, out of compliment. I am not sure whether this custom is abandoned. The incumbent is non-resident at present. Books and apparatus—imperfect supply in all respects. Desks and furniture—master's desk; loose benches.

Halsall.—Inspected June 18, 1849. 1. Open classes; writing-desks round walls. 2. Very fair. 3. Ordinary. 4. Boys fair, girls moderate. 5. Seems a decent well-informed man. I wish he had a larger schoolroom than the present. It were much to be desired that the funds of the endowment could be made applicable to another and better schoolroom. Mistress—a pleasing and apparently well-informed young woman. I did not send up the papers of the candidates in the girls' school, because they were very insufficient. 6. Better schoolrooms are wanted.

Salford (*St. Matthias'*), Girls'.—Inspected June 19, 1849. 1. Five open classes. They write at tables. 3. Oral and catechetical. 5. Seems an amiable young woman. She is perhaps a little inert. 6. Just before I visited the school an immense silk-mill opposite the school was utterly destroyed by fire. Fifteen hundred people are thus thrown out of employ, and the school was not so full as usual. Books and apparatus—pretty good supply of both. Desks and furniture—an infant gallery; too many benches; seats and tables for the week-day school; closets; organ.

Salford (*Christ Church*), Boys'.—Inspected June 20, 1849. These are large school-rooms. They were built without aid either from the Committee of Council or the National Society. The school managers seem disposed to take an interest in the schools, and I trust the schools will now get a start which will be very important to them. I should not be surprised if they became the best schools in Manchester and Salford.

The *Infant* School is under the charge of a certificated master, who, however, is about to be transferred to the boys' school, a measure which I strongly approve, for the infant school I found efficient, but the boys'-school appeared in a state of disorganization, and the master of the boys' school did not seem zealous.

The *Girls'* School was taught in open classes on the floor, and there is an infant gallery in which simultaneous lessons (especially in religion) are sometimes given. I prefer parallel desks on a gallery to these infant galleries. The discipline is very fair. The instruction is fair. The methods have no peculiarity save the above-mentioned simultaneous lessons. The mistress is a young woman who I hope will work for a certificate.

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Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books, aged										In ordinary Attendance.
																	Paper.		Slates.													Who have left within the last 12 Months.	Admitted within the last 12 Months.	
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
Bolton-le-Moors, Christ Church.																																			
Boys' . . .	1 to 4 *f* 5 to 7 *m.*	125	.	.	.	.	.	26	26	26	1	7	19	2	18	20	4	48	6	26	19	26	46	41	58	45	20	30	35	13	7	.	.	70	80	140
Girls' . . .	1 *f* 2 to 6 *m.*	84	.	84 (*a*)	30 (*b*)	.	.	25	25	25	.	.	10	5	33	40	10	30	10	25	27	25	25	20	39	60	12	12	20	10	10	.	.	20	30	100
Lancaster, St. Thomas.																																			
Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Manchester, St. Saviour's.																																			
Boys' . . .	1 to 6 *f.*	131	.	8	.	20	41	22	22	22	10	10	12	17	62	30	.	129	22	19	2	61	84	50	20	33	30	28	29	18	12	10	1	56	116	141
Girls' . . .	1 to 5 *f.*	84	.	84 (*a*)	.	.	.	13	28	43	.	7	17	11	36	30	5	59	10	18	25	28	66	56	.	26	14	17	20	12	10	2	.	86	106	.
Wersley.																																			
Boys' . . .	1 *g* 2 to 4 *f* 5 to 8 *g.*	125	1	9	.	1	96	20	35	35	4	15	20	18	28	17	.	96	20	15	29	35	53	75	15	14	18	33	27	16	10	10	11	42	48	125
Girls' . . .	1 to 6.	59	.	59 (*a*)	.	.	.	14	25	25	.	1	13	.	38	.	.	31	.	14	28	35	35	17	7	.	.	.	.	.	.	.	.	.	.	150
Walkden Moor.																																			
Boys' . . .	1 *g* 2 to 5 *f.*	83	2	1	.	6	68	20	35	35	2	5	13	15	33	26	.	48	16	4	35	35	51	33	15	.	.	.	.	.	.	.	.	.	.	150
Girls' . . .	.	65	6 (*b*)	65 (*a*)	.	.	33	40	80	19	3	8	20	19	14	26	8	80	48	19	16	19	33	34	12	8	.	.	.	.	.	.	.	.	.
Fleetwood.																																			
Boys' (Testimonial)	1 to 5 *f.*	92	.	13	.	.	.	29	29	29	2	9	8	10	21	44	.	37	11	18	55	29	30	39	24	26	20	14	20	10	6	6	.	30	30	100
Girls' . . .	1 to 5 *f.*	87	.	.	87 (*a*)	.	.	6	6	21	.	.	6	15	16	.	.	26	.	.	61	6	21	31	50	32	18	8	20	12	6	2	.	40	42	90
Stanwix.																																			
Boys' . . .	1 2 *g* 3 4 *m* 5 6 *f.*	109	2	4	.	.	.	12	17	17	39	2	10	27	19	40	30	.	61	14	23	38	39	58	39	31	30	22	23	10	6	6	4	4	15	52	112
Girls' . . .	1 to 3 *f* 4 *m* 5 *t.*	130	.	97 (*a*)	.	.	.	12	24	39	39	.	.	13	26	25	33	.	33	27	13	64	13	39	51	66	79	26	14	10	10	4	4	3 & 2	20	65	132

(*a*) To sew or knit. (*b*) To cut out and make clothes.

school, in a populous and poor district. The school needs and deserves encouragement. All the schools in Bolton, except, perhaps, Trinity School, seem to need all the external aid which can be given them. I think there is a little want of neatness and discipline in the school, but the district is rude, rough, and poor. Books and apparatus—moderate supply. Desks and furniture—writing-desks round the walls, benches with double desks at the back, long desk down the centre of the room, which is a little encumbered with furniture. The clergyman seems very desirous to improve the schools. I fear the mill-owners do not support the clergy as they ought.

Bolton-le-Moors (*Christ Church*), Girls'.—Inspected June 22, 1849. 1. Open classes. 2. Moderate. 3. Ordinary. 5. A very young woman, who appears gentle and amiable, but scarcely experienced or accomplished enough for such a situation. The managers will be on the look-out for another mistress if they are allowed apprentices. 6. This is an important school, in a poor and densely peopled district. From the inquiries I make in every case, it is become clear to me that the mill-owners generally are very far indeed from doing their duty in the matter of education. They ought to have to pay a rate for the support of schools. Books and apparatus—there is a want of reading-books. A second black-board and easel would be of advantage. Desks and furniture—writing-desks along the walls; benches; there ought to be some box-seats for the teachers of the classes to sit on; these are wanted.

Lancaster, St Thomas.—Inspected June 25, 1849. 1. Open classes on benches; parallel desks on a gallery; also two sets of stupid parallel benches, which I do not like. 2. Very fair. 3. Ordinary. 4. It is a rather new school. 5. A respectable young man, who leaves the school this day. The master, Mr. Anderson, is appointed to the Preston parish school. 6. This school is doing good.

Manchester (*St. Saviour's*), Boys'.—Inspected June 26, 1849. 1. Open classes and infant gallery. 2. Fair. 3. Ordinary. 5. An eccentric man, self-taught, and probably inaccurate, but devoted to his work, and successful in it. 6. This is a tolerably rich district. The school seems to want for nothing, and is one of the best I have seen in Manchester. Books and apparatus—a good supply of both. Desks and furniture—sufficient, but not, as I think, on the best plan.

Manchester (*St. Saviour's*), Girls'.—Inspected June 26, 1849. 1. Open classes and infant gallery. 2. Very fair. 3. Ordinary. 5. Much above the average. 6. This is a successful school. Books and apparatus—good supply. Desks and furniture—ample supply, though not arranged as I like.

Worsley, Boys'.—Inspected June 27, 1849. 1. Open classes on the floor, on benches, also an infant gallery. 2. Very good. 3. The peculiarity is, that the master makes great use of the infant gallery for giving simultaneous lessons; it forms an important part of his work. 5. An efficient man. He caught the method of giving simultaneous lessons from Stow of Glasgow, and he has devoted himself much to it. A boy named Alder has been acting as pupil-teacher for the last 18 months in the school, and he seems to have contributed to the efficiency of the school. 6. The boys have a cricket-field, and there are 18 allotments of garden given to the most deserving boys. I wish all schools had the same means and appliances as this has.

Walkden Moor, Boys'.—Inspected June 28, 1849. 1. Classes in the parallel desks and on the floor. 2. Good. 3. Oral and catechetical, with the aid of the pupil-teachers. The simultaneous method is also partially employed. 5. Appears a well-informed man, and a skilful master. The master has a nice house attached to the school, and his wife trains up 18 of the school girls in household work. These girls take it in turn to be house-maids, laundry-maids, kitchen-maids, and schoolroom-maids. Books and apparatus—good supply of both. Desks, &c.—parallel desks, double writing-desks.

Walkden Moor, Girls'.—Inspected June 28, 1849. 1. Classes in parallel desks and on floor. 2. Good. 3. Ordinary. 5. Appears well qualified for her post. 6. The boys and girls are taught in one long room, which is capable of being divided by a partition. The mistress at times teaches some of the boys, and the master at times teaches some of the girls, but in my numbers I have assigned all the boys to the master, and all the girls to the mistress. Books and apparatus—good supply. Desks and furniture—parallel desks, double writing-desks, benches, table. More schoolroom accommodation is requisite. The schools are supported by Lord and Lady Ellesmere.

Fleetwood, Boys'.—Inspected July 2, 1849. 1. Open classes on loose benches. 2. Appears to be good. 3. Ordinary oral and catechetical, with aid of pupil-teachers and monitors. 5. Appears a steady and diligent man. 6. I believe the catechism is not taught to those children whose parents object. Books and apparatus—fair supply. Desks and furniture—master's desk, closet for books, &c., writing-desks round the walls, loose benches for the children; but seats for the teachers are wanted.

Fleetwood, Girls'.—Inspected July 2, 1849. 1. Open classes on loose benches. 2. Very fair. 5. Ordinary. 5. Seems a well-mannered and well-principled person. Her temperament is evidently highly nervous. Books and apparatus—good supply of books, fair supply of maps. Desks and furniture—table, closet for books, a double writing-desk, writing-desk round walls; loose benches.

Staxwix, Boys'.—Inspected July 9, 1849. 1. Open classes, one class in desks. 2. Good. 3. Usual oral and catechetical methods are employed, with the help of pupil-teachers and monitors. 5. A pleasing young man, trained at Battersea. Books and apparatus—pretty fair supply. Desks and furniture—stone floor, one double writing-desk and six single desks; also writing-desks round the wall, which let down, and are painted black, so as to form writing-boards. Room too low. There is an harmonium.

Staxwix, Girls'.—Inspected July 9, 1849. 1. Open classes. 2. Very fair. 3. Usual. 5. A young woman, certificated, trained at Whitelands. I believe her to be well-informed and amiable, but she has a very discontented countenance, which is likely to mar her moral influence. The school is sadly too crowded; the room is too low, and there is an open drain in the immediate vicinity, which should be improved if possible. Books and apparatus—books, fair supply; maps, good supply. Desks and furniture—benches. The room is small for the numbers, and I think the girls write in the boys' school, but there are two writing-flaps along the walls. Boxes for seats; work table; stone floor. These are efficient schools, and are very greatly indebted to the Rev. T. Wilkinson and Mrs. Wilkinson for their success.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Carlisle, Trinity.																																			
Boys' . . .	1 *m* 2 3 *f.*	77	.	.	.	.	8	12	20	26	6	20	6	21	24	.	.	77	2	30	.	53	77	24	.	.	9	19	21	15	10	6	9	.	.	73
Girls' . . .	1 to 4 *f.*	108	12 (*b*)	.	93 (*a*)	.	.	.	.	.	.	.	.	.	51	40	.	18	.	.	90	.	.	59	49	51	58	34	14	.	.	.	.	.	.	157
Carlisle, Diocesan or Central.																																			
Boys' . . .	1 2 *m* 3 4 *f.*	77	2	.	.	.	.	.	3	17	2	5	7	2	21	25	3	24	.	17	53	17	17	18	42	41	15	13	7	11	5	5	3	160	162	84
Girls' . .	1 to 6 *m*	64	.	.	64 (*a*)	.	.	.	10	10	1	3	5	3	21	.	.	26	.	6	27	10	10	19	35	34	14	13	9	9	3	1	1	139	155	60
Alston.																																			
Girls' . . .	1 to 6 *f.*	97	3 (*c*)	2 (*b*)	97 (*a*)	.	7	1	14	11	5	7	13	3	26	26	.	51	6	36	45	36	37	31	29	34	17	14	12	4	7	7	9	41	37	97
Leadgate in Alston.																																			
Boys' . . .	1 to 4	43	.	1	.	.	.	.	4	.	1	3	6	.	8	.	.	20	.	8	16	.	17	10	16	.	.	.	.	2	4	1	4	15	19	45
Brampton.																																			
Boys' . . .	1 to 7 *m.*	98	.	.	.	.	.	12	12	17	.	6	11	.	22	.	.	39	.	17	41	17	17	22	41	.	.	.	.	.	.	.	.	.	.	.
Carlisle, Christ Church.																																			
Boys' . . .	1 to 5 *f.*	98	.	.	.	.	.	12	12	24	8	8	18	.	31	.	.	65	.	45	13	45	65	20	33	33	13	14	19	14	13	3	2	70	61	.
Girls' . . .	1 *m* 2 3 *i.*	53	.	53 (*a*)	.	.	.	.	23	23	.	.	6	2	34	17	.	26	.	23	27	23	.	13	11	2	12	7	10	7	11	4	6	17	55	60
Infants' . .	1 to 3 *f.*	66	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	12	51	.	.	.	.	.	.	.	.	65	88	80
Kendal.																																			
Boys' . . .	1 to 8 *f.*	190	3	2	.	19	60	13	13	22	2	8	33	17	18	28	27	102	65	78	71	31	61	94	65	7	0	5	32	14	10	9	7	73	152	210
Cockermouth.																																			
Boys' . . .	1 to 6 *f.*	93	.	.	.	.	.	11	11	11	.	6	5	5	32	.	.	31	.	11	37	11	31	57	25	.	.	.	.	.	.	.	.	.	.	.
Ballasala.																																			
Mixed . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Malew Grenaby.																																			
Boys' . . .	1 to 4 *f.*	77	.	.	.	.	.	.	20	20	5	5	21	.	21	.	.	46	.	31	31	36	53	17	24	19	9	11	8	10	7	5	7	10	24	64

Carlisle, Trinity, Boys'.—Inspected July 12, 1849. 1. Three classes, partly in parallel desks and partly in open classes on the floor. 2. Fair. 3. Ordinary. 5. Trained for two years and a-half at Wells, and subsequently at Westminster for six months. The arrangement of the schools is rather peculiar. There are three schools under a master and two mistresses, but the children are not divided by sex, but by attainments, so that the schools are an upper, middle, and lower school. Books and apparatus—books, fair supply; apparatus, good supply. Desks and furniture—stone floor, master's desk, three rows of parallel desks on a gallery, also writing-desk along the wall, loose benches, boxes and seats, clock.

Carlisle, Trinity, Girls'.—Inspected July 13, 1849. 1. Four open classes on the floor. 2. Fair. 3. Ordinary. 5. A very pleasing young woman, who was at the Home and Colonial Training School for three years. 6. This is a mixed school for the classes immediately below those taught by the master. There is an infant school for the children who are younger than those admitted into this school. Books and apparatus—moderate supply. Desks and furniture—stone floor, mistress's desk, loose benches, boxes and seats, writing-desks round the wall, clock.

Carlisle (Diocesan), Boys'.—Inspected July 16, 1849. 1. Four classes, partly in parallel desks and partly on the floor. 2. Fair. 3. Ordinary. 5. From St. Mark's College, Chelsea. 6. The schoolroom needed much cleaning, whitewashing, &c. Books and apparatus—defective, especially as regards books. Desk and furniture—stone floor, master's desk, book closet, two sets of parallel desks and benches, each three deep, on a gallery, also loose benches and chairs for seats, clock.

Carlisle (Diocesan), Girls'.—Inspected July 16, 1849. 1. Six open classes on the floor. 2. Fair. 3. Usual. 5. Expressed herself anxious to see improvement in the school. The room is dirty. More benches are wanted for the children to sit on. There is a great want of books and apparatus. Altogether there was an air of neglect pervading the school. Desks and furniture—table, loose benches, writing desks round the walls, chairs for seats, clock, book closet.

Alston.—Inspected July 18, 1849. 1. Six open square classes on the floor. 2. Fair. 3. Usual. 5. Seems a fairly efficient person. 6. In this school the children pay according to the subjects they learn. Thus they pay 1*d*. for reading, 2*d*. for writing and arithmetic in addition to reading, 2*d*. more for each additional subject. In my opinion a worse system could not be devised for a school for the poor. Books and apparatus—fair supply. Desks and furniture—mistress's desk, writing-desks along wall, loose benches, no clock.

Leadgate, in Alston.—Inspected July 18, 1849. 1. Open classes. 2. Fair. 4. Moderate at present. 3. Ordinary. 5. A young man trained at Durham. 6. Leadgate school, as its name implies, is for a hamlet of lead mines. The school is beginning to revive and flourish under the active superintendence of the curate of Alston.

Brampton.—Inspected July 19, 1849. 1. Open classes. 2. Fair. 4. Tolerably fair. 3. Ordinary. 5. Rather dull perhaps.

Carlisle (Christ Church), Boys'.—Inspected July 20, 1849. 1. Classes in parallel desks and on the floor. 2. Pretty fair. 3. Usual. 5. Seems not below the average. Books and apparatus—very fair supply of both, save that more Bibles seem wanted. Desks and furniture—three rows of parallel desks on a gallery, stone floor, benches, clock.

Carlisle (Christ Church), Girls'.—Inspected July 20, 1849. 1. Classes in parallel desks and on the floor. 2. Fair. 3. Usual. 5. Seems a pleasing young woman. 6. This school appears to me to be at a low ebb, but the new mistress is not responsible for it. Books and apparatus—fair supply of apparatus; the reading-books are not, in my opinion, suitable. Desks and furniture—stone floor, three rows of parallel desks on gallery, loose benches and seats, desk for mistress.

Carlisle (Christ Church), Infants'.—Inspected July 20, 1849. 1. The usual organization of infant schools. 2. Good. 3. Ordinary. 5. Seems a pleasing person. 6. The school was neat. The children had some knowledge of Scripture, and they received lessons on objects. Books and apparatus—very fair supply. Desks and furniture—infant gallery.

Kendal.—Inspected July 23, 1849. 1. Eleven classes, four in desks and seven on the floor. 2. Moderate. 3. Usual. 5. Appears a staid respectable young man. He has a certificate. 6. Room too large. Books and apparatus—very fair supply of both. Desks and furniture—stone floor, master's desk, book-closet, four sets of parallel desks, each three rows deep, on a gallery, loose benches and box-seats, stove in the centre of room, writing-desk along wall, clock.

Cockermouth.—Inspected July 24, 1849. 1. Classes in parallel desks. 2. Good. 3. Ordinary. 5. A very pleasing, modest, and well-disposed man. 6. An infant school appears wanted here. If there were an infant school the mistress of it might teach needlework to all the girls in an afternoon. Books and apparatus—adequate supply. Desks and furniture—stone floor, four sets of parallel desks, each set being three deep, stove in centre of room, master's desk.

Balasala.—Inspected August 8, 1849. 1. The organization is imperfect in my opinion. An organising master might do much here in a week. 2. Fair. 3. Ordinary. 4. Fair. 5. A man who may improve. 6. This village school is very fair, considering the few advantages it has had, and the employments of the people, which are agricultural. On the whole, I was pleased with this school. The clergyman, Mr. Gill, sen., is a very valuable man. He is doing a great deal for education.

Malew Granaby.—Inspected August 9, 1849. 1. Classes in parallel desks and on the floor. 2. Seems pretty good. 3. Usual. 5. Seems a painstaking, modest man, of very fair abilities, self-taught apparently. 6. This school is better than I should have expected to find in a rural and retired hamlet in the Isle of Man. Books and apparatus. Desks and furniture—master's desk, parallel desks and benches, also loose benches and seats, and clock.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books, aged									Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
Arbory. Boys' . . .	1 to 4 *m.*	87	.	.	.	.	.	.	5	17	2	5	5	.	7	7	.	43	.	17	22	17	65	48	22	.	.	.	.	.	.	.	.	12	14	90
Peel, Mathematical. Boys' . . .	1 *f* 2 *m.*	23	14	20	14	.	.	9	9	9	5	5	3	3	1	.	5	23	14	.	.	14	23	9	.	.	1	1	3	5	4	6	8	8	14	25
Kirkpatrick. Mixed. . .	1 to 4 *m.*	62	.	.	.	.	.	.	15	.	3	1	6	.	14	.	.	26	.	24	36	.	39	8	15	30	10	10	10	7	5	5	7	.	84	70
Douglas, St. Barnabas. Boys' . . .	1 *f* 2 3 *m* 4 5 *f.*	74	.	6	.	.	.	26	26	42	3	16	23	48	24	82	82	43	31	42	31	42	42	14	18	10	28	26	21	16	8	3	4	14	30	97
Girls' . . .	1 to 6 *f.*	86	.	86 (*a*)	.	.	.	.	42	60	.	.	22	36	48	107	.	46	28	42	40	42	70	28	16	13	26	30	11	17	13	4	2	10	20	100
Infants' . .	*f* 2 3 *m.*	102	.	52 (*a*)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	22	25	15	22	80	120	20	5	2	1	1	1	.	8	40	120
Kirk Andreas. Boys' . . .	1 *f* 2 3 *m* 4 *f.*	75	4	5	8	9	6	35	35	35	5	19	25	18	15	16	20	64	40	30	11	49	19	15	11	9	6	8	13	12	16	11	29	24	73	80
Kirk Michael. Mixed. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Peel, N. S. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Sulby. Boys' N. S.	1 to 4 *f.*	78	.	.	.	.	78	33	15	33	.	2	15	15	46	30	.	26	15	33	52	15	33	46	17	29	14	9	9	8	9	10	8	18	153	70
Ramsey. Girls' . . .	1 to 8 *f.*	103	.	103 (*a*)	14 (*b*)	.	.	.	14	14	.	5	22	40	32	70	6	42	.	27	29	27	40	23	53	6	12	15	12	20	20	11	8	12	21	90
St. John's School	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Accrington, Christ Ch. Boys' . . .	1 *f* 2 to 4 *m.*	46	12	12	.	4	.	22	22	22	12	8	4	12	34	.	.	45	25	22	1	22	46	24	20	70	.	.	.	11	.	.	.	60	80
Heywood, St. Luke's. .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(*a*) To sew or knit. (*b*) To cut out and make clothes.

Arbory.—Inspected August 9, 1849. 1. Four open classes on the floor. This school, like so many others, wants a thorough re-organization. 2. Moderate. 3. Usual. 5. Seems desirous of improvement. 6. Arbory is a parish and populous hamlet near Castletown. I trust a good school will be eventually established here with the aid of pupil-teachers. Books and apparatus—there is a great want of slates. Desks and furniture—master's desk; loose benches; a loose writing-desk along the wall; book closet.

Peel (*Mathematical*).—Inspected August 22, 1849. 1. Two classes in parallel desks. 2. Good. 3. Chiefly oral and catechetical. 5. Seems a steady man, who has acquired for himself much information. 6. Mathematics and navigation are expected to be the main subjects of instruction in the school. Books and apparatus—fair supply. Desks and furniture—master's desk; two sets of parallel desks.

Kirkpatrick—Inspected August 15, 1849. 1. Imperfect as usual. 2. Tolerable. 3. Ordinary. 4. Very moderate. 5. A young man who does not, at present, know very much about his work. 6. This school seems only just started. It is well situated, close to the parish church. The clergyman promises to take it in hand.

Douglas (*St. Barnabas*), Boys'.—Inspected August 16, 1849. 1. Five classes, partly in parallel desks and partly in open squares on the floor. 2. Very fair. 3. Ordinary. 5. Trained at Battersea. 6. Books not quite sufficient, especially for the upper classes. Apparatus good. Desks and furniture—master's desk; two sets of parallel desks, each three rows deep; loose benches and seats; book closet; clock.

Douglas (*St. Barnabas*), Girls'.—Inspected August 16, 1849. 1. Tolerable. 2. Fair. 3. Ordinary. 4. Moderate. 5. A young woman of moderate attainments, who was married to the master a day or two before I examined their schools.

Douglas (*St. Barnabas*), Infants'.—This school flourishes in point of numbers; but I did not consider the mistress competent to instruct the candidates. She failed in her examination. The infants did not seem brought on much in the school; but the mistress is liked personally, and has been here some time.

Kirk Andreas.—Inspected August 20, 1849. 1. There appears to me to be little or no organization. 2. Imperfect. 3. The usual oral and catechetical, with help of pupil-teachers. 5. Seems a worthy man of the old school; he teaches the boys very well in arithmetic, but other matters are defective. Books and apparatus—both are defective. Desks and furniture—master's desk; loose benches; seats; stove; no clock; closet for books; three double writing-desks, and desks along the walls.

Kirk Michael.—Inspected August 21, 1849. 1. The rooms are not large enough, I think, to admit of the best organization; but, even as they are, the organization might be better. 2. Tolerable. 3. Ordinary. 4. Very moderate in both schools. 5. A poor humble untrained man, of whom much could not be made I fear; mistress may fairly be expected to qualify herself for apprentices. 6. These schools are near Bishop's-court, and will, I trust, be made effective.

Peel, National.—Inspected August 13, 1849. 1. Room too small for numbers; needs enlargement and re-organization. 2. Fair. 3. Ordinary. 4. Very fair, especially in arithmetic. 5. He appears to me an able man. I wish he knew more about organization. 6. This is a flourishing and creditable school. I wish there were an infant school to draft off the younger children.

Sulby.—Inspected August 23, 1849. 1. Four or six classes, two in parallel desks and the others on the floor. 2. Very good. 3. The usual oral and catechetical methods, with aid of a young woman and of monitors. 5. Seems a very well disposed and moderately well informed man from Battersea. 6. This school deserves all the encouragement which the Committee of Council can give. Books—deficient. Apparatus—very fair supply. Desks and furniture—two sets of parallel desks, three deep each; loose benches; chairs for seats; master's desk; clock; moveable partition.

Ramsey.—Inspected August 27, 1849. Eight open square classes on the floor. 2. Fair. 3. Ordinary. 5. A respectable well-disposed person of moderate attainments. Books and apparatus—imperfect supply; maps, especially, are wanted. Desks and furniture—raised platform and desk for mistress; table; writing-desks along wall; loose benches; boxes for seats, and chairs; closet for books.

Isle of Man (*St. John's School*).—Inspected September 4, 1849. 1. Bad, as far as there can be said to be any organization at all. 2. None. 3. The children read a little, and wrote a little, and the master talks a little to them about the map which hangs on the wall. 4. The amount of instruction approaches as nearly to "nil" as can well be imagined in any place styled a "school." There were 49 children present; I was told there might be more than double the number from the population. There was no time table! no black-board nor framed slate! There was not one child who knew any arithmetic at all. I asked the master how this was. He answered, "No one applied (!) for arithmetic." 5. If I had the power, I should replace him by another. 6. There ought to be a good school here.

Accrington (*Christ Church*).—Inspected September 12, 1849. 1. Four classes, partly in desks and partly on the floor. 2. Fair. 3. Usual. 5. I was not impressed very much in favour of the master. 6. It is proposed to convert half of this large room into an infant school; but unless a complete and effectual partition is put up between the two schools, the noise of the infant school will injure the other school; there is already an echo in the room. There are 10 half-timers in this school. Many children, I was informed, absented themselves on the day of my visit. Books and apparatus—fair supply. Desks and furniture—master's desk; two sets of parallel desks, four deep each; loose benches and box seats.

Heywood (*St. Luke's*).—Inspected September 13, 1849. I found the schools of St. Luke's, Heywood, much in the same state as in January last, except that the girls are taken away and placed under a mistress in the room above. The apprentices seemed to be doing their work very fairly. Another school has been re-opened in this district.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Manchester, St. Barnabas Girls'	1 to 6.	114	.	114 (a)	.	.	.	16	16	31	.	.	16	15	19	.	11	50	.	31	74	50	50	28	36	10	19	16	11	6	5	.	.	76	140	112
Smallbridge, St. John's Boys'	1 2 *f* 3 4 *m* 5 6 *f*.	109	.	.	.	.	.	20	20	36	5	2	16	.	53	.	.	49	16	20	60	20	54	34	55	.	.	.	.	.	.	.	.	.	.	.
Manchester, Hulme Trinity. Boys'	.	.	3	1	1	70	70	70	80	80	20	17	20	68	42	40	100	140	100	130	190	100	100	80	20	68	32	35	34	28	19	2	1	150	189	200
Manchester, St. Barnabas Boys'	1 to 4 *f* 5 to 7 *m*	169	3	3	.	.	.	24	24	60	7	18	35	40	54	30	7	82	.	60	87	60	82	22	87	123	36	20	8	7	3	4	1	185	190	170
Salford, St. Bartholomew Boys'	1 to 5 *m*.	79	1	4	.	6	.	19	19	31	4	4	7	13	47	16	26	54	15	31	25	31	44	32	16	18	18	2	13	10	3	6	.	.	.	88
Girls'	1 to 6 *m*	77	.	77 (a)	.	.	.	.	14	20	.	.	12	17	31	16	.	36	.	14	.	33	43	22	22	48	13	11	9	4	5	2	.	34	89	84
Ormskirk. Boys'	1 *g* 2 to 3 *f*.	82	2	1	.	.	12	19	28	29	.	10	19	10	18	30	12	50	16	33	22	39	19	32	10	27	14	10	10	11	7	7	2	105	101	100
Girls'	1 *m* 2 3 *f* 4 *m* 5 6 *f*.	79	.	79 (a)	35 (b)	.	16	.	19	16	3	1	21	2	33	84	2	21	6	13	53	32	44	27	20	19	13	12	19	11	6	7	6	27	28	74
Atherton. Boys'	1 2 *f* 3 *m*.	60	.	.	.	.	.	24	16	16	6	2	8	2	30	24	.	52	40	24	20	24	24	31	5	.	.	.	.	.	.	.	.	59	80	84
Liverpool, St. Luke's. Boys'	1 2 *f* 3 *m* 4 *f*.	66	.	.	.	.	.	16	16	54	.	6	6	4	16	5	.	32	15	32	34	32	51	22	12	4	7	13	27	14	10	.	.	70	70	73
Kirkdale, St. Mary's. Mixed	1 2 *f* 3 to 5 *m*.	98	.	.	.	.	.	18	18	44	.	6	14	5	35	20	.	60	.	18	38	44	44	16	38	16	74	15	14	7	4	4	.	64	143	100

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Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books, aged													Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.					
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																			
Liverpool, North Boys'	1 to 4 *f* 5 to 8 *m*	278	.	.	.	.	41	70	70	70	10	24	97	6	76	208	.	137	41	102	141	70	70	113	95	86	127	79	46	37	17	7	2	584	6	4	320
Liverpool, South Boys'	1 2 *f* 3 to 5 *m.*	108	.	.	.	.	.	48	48	48	2	8	14	25	23	18	.	60	.	48	48	48	48	33	27	25	20	19	27	19	12	8	3	123	101	130
Farnworth.	1 *f* 2 to 4 *m.*	71	.	.	.	.	17	.	19	30	2	2	2	15	31	14	5	30	.	29	41	30	50	30	11	30	15	15	8	3	2	3	1	26	34	77
Warrington, U. S. Boys'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Warrington, M. P. Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
St. Michael's-on-Wyre. Mixed.	1 to 5 *f.*	92	.	2	2	29	.	22	22	22	3	7	3	9	15	23	3	46	.	22	15	10	22	27	59	47	6	13	6	10	1	3	7	11	29	84
Inskip. Girls'	1 2 *f* 3 4 *m.*	76	.	.	All. (*a*)	.	.	20	20	20	.	1	4	6	36	40	.	32	.	20	44	20	20	26	30	30	19	15	8	6	6	4	1	19	44	76
Whittington. Girls'	1 to 4 *f.*	70	.	14 (*c*)	37 (*a*)	37 (*b*)	.	6	15	15	.	4	2	9	20	.	5	25	14	25	20	15	25	20	35	50	9	7	4	10	2	1	3	17	22	76
Casterton, Village.	1 *g* 2 to 5 *f.*	72	2	9	8	.	.	23	23	23	5	6	12	24	40	35	.	36	.	23	27	11	44	33	28	32	10	8	10	5	9	6	5	38	32	.

(*a*) To sew or knit. (*b*) To cut out and make clothes. (*c*) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Liverpool (*North*), Boys'.—Inspected October 15, 1849. 1. Nine open square classes. 2. Very fair. 3. Ordinary. 5. Seems anxious to do his best in this large school. 6. Thirty-one of the scholars of this school are stated to have recently died of the cholera. There is a bad echo in the room. Books and apparatus—tolerable supply, but more books and apparatus are wanted. Desks and furniture—master's desk; benches and seats; writing-desks along the walls; good class-room.

Liverpool (*South*), Boys'.—Inspected October 16, 1849. 1. Eight open classes, not well planned. 2. Fair. 3. Ordinary. 5. Trained at Battersea. 6. Master says he has had in ordinary attendance from 130 to 150 children before the late sickly season and the cholera commenced. This room needs to be better planned out. Parallel desks and benches on a gallery are needed. Books and apparatus—imperfect. Desks and furniture—master's desk; loose benches and closet seats; writing-desks along the walls, also double writing-desks; book closet; clock; class-room.

Farnworth, near Warrington.—Inspected October 17, 1849. 1. Classes in parallel desks and on the floor. 2. Fair. 3. Usual. 5. A young man who seems desirous to do his best. 6. The district is agricultural, and the children seem rather dull. Books and apparatus—fair supply; maps good. Desks and furniture—stone floor; three sets of parallel desks, of two rows each; master's desk; loose benches and stools.

Warrington (*Upper School*), Boys'.—Inspected October 18, 1849. 1. Eight classes, chiefly open square classes, on the floor. 2. Good. 3. Very fair. 4. Ordinary. 5. A young man trained at St. Mark's College, and has a certificate. 6. There is a junior boys' school, which I did not examine. Desks and furniture—master's desk; tables; two sets of parallel desks, each set being three rows deep; loose benches and seat-boxes; clock; stove; organ; gas-burners.

Warrington (*Model Parochial*), Girls'.—Inspected October 19, 1849. 1. Eight open square classes on the floor. 2. Good. 3. Very fair. 4. Ordinary. 5. A young woman trained at Warrington, who has obtained a certificate. 6. The children are at present taught in very fine rooms, but they are about to be removed into other rooms, which are in the course of erection.

St. Michael's-on-Wyre.—Inspected October 22, 1849. 1. Mixed school, classes partly in parallel desks, and partly in infant galleries, and on the infant-school system. 2. Good. 3. Ordinary. 4. Fair. 5. Master trained at Chester, and has a certificate. 6. I believe the master teaches land-surveying to those who wish for it. The school is open to the sons of farmers, at a higher rate of payment; but, I believe, that few avail themselves of it, and, in my opinion, this part of the system of King's Somborne school is not likely to be generally successful in England.

Inskip.—Inspected October 23, 1849. 1. Eight classes, which are four too many. 2. Very fair. 3. Ordinary. 4. Tolerably fair. 5. Mistress is a pleasing young woman, trained at Warrington, but of moderate ability and attainments. 6. This is a new school, which appears to be getting on very well. The pupil-teacher, Ellen Milner, was transferred from St. Michael's to this school with the consent of the Committee of Council. Another pupil-teacher will be of great use. Taking the whole year round, the numbers average 80 in ordinary attendance. Eventually, I hope the schoolroom will be enlarged.

Whittington.—Inspected October 24, 1849. 1. Three or four open square classes, and the young children on the infant-school system. 2. Good. 3. Usual. 4. Fair. 5. Mistress seems a very pleasing young woman. She was trained at Whitelands. 6. This school is supported and carried on by the family of T. Greene, Esq., M.P. for Lancaster. French slates are used in this school, and I think they are better for girls' schools than the common slates. I observed a book in this school which I had never seen before, but which I think likely to be useful, viz., A Plain History of the Christian Church, by the Rev. Ashton Oxenden.

Casterton Village.—Inspected October 26, 1849. 1. Seven classes; fewer classes would, I think, be better. 2. Very fair. 3. Ordinary. 4. Fair. 5. I was pleased with what I saw of the master. 6. The school might be better organized, I think, especially if there were some parallel desks and benches. It seems to me that the children's parents here have to provide too many of the necessary items of school apparatus, such as copy-books, pens, pencils, &c. The first class have to pay 4*d.* a-week; and it would appear that if a parent chooses to pay 4*d.* a-week, he thinks his child entitled to be in the first class whether the child is duly qualified or not.

Tabulated Reports by Her Majesty's Inspector of Schools, Rev. W. J. Kennedy, in the North Western District—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Money tables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
[illegible], North Boys'	1 to 4 *f* 5 to 8 m.	278	.	.	.	.	41	70	70	70	10	24	97	6	76	208	.	137	41	102	141	70	70	113	95	86	127	79	46	37	17	7	2	584	6	4	320
[illegible], South Boys'	1 2 *f* 3 to 5 m.	169	.	.	.	.	.	48	48	48	2	8	14	25	23	18	.	60	.	48	48	48	48	33	27	25	20	19	27	19	12	8	3	123	101	130
[illegible]th . . .	1 *f* 2 to 4 m.	71	.	.	.	.	17	.	19	30	2	2	2	15	31	14	5	30	.	29	41	30	50	30	11	30	15	5	8	3	2	3	1	26	34	77
[illegible]ton, U. S. Boys' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
[illegible]rrington, M. P. Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
[illegible] Michael's-on-Wyre. Mixed. . .	1 to 5 *f*	92	.	2	2	29	.	22	22	22	3	7	3	9	15	23	3	46	.	22	15	10	22	27	53	47	6	13	6	10	1	3	7	11	29	84
[illegible]skip. Girls' . . .	1 2 *f* 3 4 m.	76	.	.	All. (a)	.	.	20	20	20	.	1	4	6	36	40	.	32	.	20	44	20	20	26	30	30	19	15	8	4	6	4	1	19	44	76
[illegible]hittington. Girls' . . .	1 to 4 *f*	70	.	14 (c)	37 (a)	37 (b)	.	6	15	15	.	4	2	9	20	.	5	25	14	25	20	15	25	20	35	30	9	7	4	10	2	1	3	17	22	76
[illegible]stleton, Village.	1 *f* 2 to 5 *f*.	72	2	9	8	.	.	23	23	23	5	6	12	24	40	35	.	36	.	23	27	11	44	33	28	32	10	8	10	5	9	6	5	38	32	.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

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…—Inspected October 16, 1849. 1. Eight open classes, not well …ary. 5. Trained at Battersea. 6. Master says he has …from 130 to 150 children before the late sickly season and …s room needs to be better planned out. Parallel desks …eeded. Books and apparatus—imperfect. Desks and …benches and closet seats; writing-desks along the …; book closet; clock; class-room.

…s.—Inspected October 17, 1849. 1. Classes in parallel …Fair. 3. Usual. 5. A young man who seems desirous to …s agricultural, and the children seem rather dull. Books …; maps good. Desks and furniture—stone floor; three …wo rows each; master's desk; loose benches and stools.

…*School*), Boys'.—Inspected October 18, 1849. 1. Eight classes, …classes, on the floor. 2. Good. 3. Very fair. 4. Ordinary. 5. A …at St. Mark's College, and has a certificate. 6. There is a …which I did not examine. Desks and furniture—master's desk; …parallel desks, each set being three rows deep; loose benches and …stove; organ; gas-burners.

…*del Parochial*), Girls'.—Inspected October 19, 1849. 1. Eight open …n the floor. 2. Good. 3. Very fair. 4. Ordinary. 5. A young woman …rington, who has obtained a certificate. 6. The children are at present …very fine rooms, but they are about to be removed into other rooms, which …the course of erection.

St. Michael's-on-Wyre.—Inspected October 22, 1849. 1. Mixed school, classes partly in parallel desks, and partly in infant galleries, and on the infant-school system. 2. Good. 3. Ordinary. 4. Fair. 5. Master trained at Chester, and has a certificate. 6. I believe the master teaches land-surveying to those who wish for it. The school is open to the sons of farmers, at a higher rate of payment; but, I believe, that few avail themselves of it, and, in my opinion, this part of the system of King's Somborne school is not likely to be generally successful in England.

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Casterton Village.—Inspected October 26, 1849. 1. Seven classes; fewer classes would, I think, be better. 2. Very fair. 3. Ordinary. 4. Fair. 5. I was pleased with what I saw of the master. 6. The school might be better organized, I think, especially if there were some parallel desks and benches. It seems to me that the children's parents here have to provide too many of the necessary items of school apparatus, such as copy-books, pens, pencils, &c. The first class have to pay 4*d.* a-week; and it would appear that if a parent chooses to pay 4*d.* a-week, he thinks his child entitled to be in the first class whether the child is duly qualified or not.

With reference to the preceding tabular report on schools, I wish to observe that I have spoken of them on the principle recommended in another case :—

> " Be to their faults a little blind ;
> Be to their virtues very kind."

The local promoters of schools have made great efforts, often great sacrifices, and they should not be disheartened. And I have frequently applied the epithets, " Fair," " Good," and so on, not so much to the positive as to the comparative merits of a school, taking into consideration the peculiar circumstances of each case, as regards the nature of the district, the date of the school, and its pecuniary means. For where great zeal has been manifested, even though the results may still be positively little, I have thought it right to speak tenderly of the efficiency of the school, estimating its merits rather by the obstacles surmounted than by the actual attainments.

I would also observe, in reference to the above table, that, from want of time, I have not in every case examined all the children of a school in every subject professed to be taught to them, especially when I found they were not well grounded. Thus, for instance, it has in some cases happened that I have only examined the children in dictation, while perhaps they were said to be competent to write an abstract, or do some composition. The master's report, however, states his opinion of all the children could do. I thought it most important, particularly in my first year's examination of this district, to investigate the groundwork. Wherever I found boys well grounded, I always gave them an opportunity of showing what they could do in all their subjects.

In addition to the schools enumerated in the foregoing table, I inspected schools in the following places :—

Penkhull, Staffordshire.—December 6, 1848. I found here two schools, one for boys and another for girls; the boys' school was tolerably efficient. The organization and discipline were pretty good, though the amount of instruction was insufficient. The master had been trained at Lichfield, and seemed a modest man of fair attainments. The pupil-teacher was too ill to be examined.

The girls' school was inefficient in nearly all respects.

These schools had recently sustained a serious loss in the Rev. Mr. Minton, who had resigned the living of Penkhull.

Cheadle, Staffordshire.—Girls' school, December 7, 1848. This is a very good school-room; and the organization, discipline, and instruction of the school were all very fair. The mistress was about to be lost to the school and her profession, by marriage. *I wish the statistics of the number of schoolmistresses annually lost to the profession by marriage, could be ascertained.*

Kidsgrove, Staffordshire.—December 8, 1848. I found the

apprentice had left the school. I examined the juvenile and infant schools here. The juvenile school was not organized upon the best model, but the discipline seemed good, and the instruction was very fair. The master is a young man trained at Lichfield. The children recited to me several pieces of poetry suitable to the season of Christmas, very nicely. This is a good exercise.

I was not satisfied with the infant school so well as the juvenile school.

The school-rooms are not legally secured for education, but are the private property of the great iron-master in the neighbourhood.

Habergham All Saints, near Burnley.—December 11 and 12, 1848. I found the organization and discipline of the boys' school good, and the instruction very fair. The master, Mr. H. Wood, was trained at Battersea some years ago under Mr. Kay Shuttleworth; he is a steady, methodical, painstaking man. He has obtained a certificate. This school was built by Mrs. Kay Shuttleworth. It is in a great measure a factory school. The owners of the neighbouring factories, the Messrs. Dugdales, co-operate zealously and wisely with Mr. Kay Shuttleworth in promoting the welfare of the school. The district was till lately peculiarly uncivilized and ignorant, which renders it up-hill work to make the schools efficient.

The girls' school was not equal to the boys'; more room is wanted, especially for the girls, and the school managers purpose to build an additional school room.

The infant school was in a tolerable state of efficiency. It is held in a good room, which belongs to Mr. Kay Shuttleworth.

There is a good lending library attached to these schools.

Walmersley, near Bury.—December 13, 1848. This is a mixed school. The master takes all the elder children, and his wife all the younger. The master has not been trained, and he does not understand the best system of organization. The discipline was fair, and the instruction moderate. The Bible is the chief reading-book. A good infant schoolmistress would be a great advantage here. The rooms are good; and there is a lending library.

There are other schools in Walmersley, rendering the school accommodation in the district very satisfactory.

Atherton, or Chowbent, near Leigh.—December 14, 1848. The organization of this school was not good. The discipline and instruction were moderate. The master was trained at Chester, and has a certificate. The girls' school is taught by the master's wife.

St. Augustine's, Liverpool, Boys'.—December 18, 1848. This is not a good room, and it is ill supplied with apparatus. I

hope new schools will be provided in this district. For further particulars, see the foregoing tables.

St. Martin's, Liverpool. Middle school for boys.—December 19, 1848. This is a very small school. The appointments of the school are very satisfactory, and the master seems equal to the work he has to do. The boys pay 7*s.* a month. I do not think my Lords knew the exact nature of the school when they apprenticed a pupil-teacher in it, as it is not a school for the poor, but for the lower middle classes.

St. Bride's Liverpool.—December 20, 1848. The organization of this school was imperfect. The discipline and instruction were tolerably fair. The master has a certificate, but there are no pupil-teachers. The master was trained at Chester.

Seaforth, near Liverpool.—December 21, 1848. The organization, discipline, and instruction in this school are moderate. The room has a comfortless stone floor. The master was trained at Chester, and has a certificate, but he does not seem a successful schoolmaster. He is young, however.

Toxteth, St. Thomas.—December 22, 1848. For an account of this school see the foregoing tables.

Before quitting the subject of particular schools, there are a few schools which deserve to be singled out from the rest for special remark and commendation.

The best factory school which I have inspected, is the parish church school at Rochdale. Organization, order, discipline, and classification, are here almost perfect. This is the more remarkable, as the master has not been many years in charge of the school; and the difficulty of his task is greatly increased by the natural rudeness of the people, and by the fact that 171 of the children work "half-time" in the mills. This proves what may be done. The average number of children attending the school is 330. The sexes are mixed. When I visited the school there were only two apprentices; there are still only three. This would be a capital model or practising school for an institution for training masters for the factory districts. It would be worth the while of many teachers to pay it a special visit. The capabilities of the master, Mr. Wrigley, were discerned a few years ago by the excellent vicar of Rochdale, who enabled him to go for a year to Battersea to be trained. He has a certificate.

Another very good school in a similar district, is the boys' school connected with the Rev. Robert Master's church at Burnley. The merit of this school consists, perhaps, rather in the attainments of many of the scholars than in the organization, order, and discipline. The average attendance is 280, and there are eight apprentices. So good a school deserves better rooms and

appurtenances, as was remarked to me by the worthy incumbent, who takes a lively interest in the school. The master, Mr. Grant, is entirely self-taught and self-trained: he has a certificate.

In connexion with the notice of these two schools, I would observe, that for many years I have remarked that large schools within certain limits, are commonly better than small ones. The large numbers of a school may indeed often be the result, and not the cause, of the excellence of the school. But I think there are causes which make a large, preferable to a small school.

A third school which left a great impression on me, is the boys' school at Worsley, supported and managed by the Earl of Ellesmere. The population is rural and mining. There are several apprentices; one of whom is among the most advanced in the county, and who though only 16 years old, would shame many an Oxford or Cambridge graduate. The school is good in all respects. The school-room, indeed, might be better, and furnished on better models, I think; but there is a good cricket ground attached to it, and 18 garden allotments awarded to the most deserving boys. These allotments appeared skilfully cultivated under the superintendence of the master, Mr. Baldwin. I was informed that the boys worked in their gardens during their leisure hours only, and that they enjoyed the produce of their own allotments: and with these restrictions, I think garden allotments excellent things. But where the boys' labour is for the benefit of the master, or the support of the school, or where they work during school hours, I regard their industrial occupations as injurious; instead of being *scholars*, they become *labourers*. The master has a certificate, and seems admirably fitted for his post. I was much pleased with the terms on which he seems to be with his pupils. I was glad to find that the master explained to the boys the rudiments and first principles of political economy. Lady Ellesmere has edited a useful little tract on this subject, chiefly compiled from the sound and lucid chapters written by Archbishop Whately, and published in the Fourth Reading Book of the Irish Board. This tract is on the list of the Society for the Promotion of Christian Knowldge. It is a subject deserving of attention in all schools, but especially in the manufacturing districts. Louis Blanc's work, "The Organization of Labour," is translated into English, and published at 1*s*. It has been extensively circulated in London and the large towns and requires an antidote.

When viewing the admirable means and appliances of this school, I could not help sighing to think that all schools were not furnished with them. And why are they not furnished with

play-grounds, &c. Alas! they have not adequate means. How then can adequate means be provided? Only, in my opinion, by an immense increase in the Parliamentary grant, or by an educational rate, supplementary to the existing methods of establishing and maintaining schools.

Walkden Moor School, also supported by Lord Ellesmere, deserves a passing word. The buildings are good, though more room is now wanted for the boys and girls. I was much struck by the cleanliness and neatness of everything about these schools; and I learnt that Lady Ellesmere maintains 12 girls here, who clean the premises, and who live with the wife of the master, and are instructed by her in all kinds of useful household matters. They are in great demand as servants. I wish I could attract particular attention to this subject. It has been long felt by those conversant with educational affairs, that nothing is more wanted for females than establishments for teaching industrial work to girls from the ages of 13 or 14 to 17 or 18. In my opinion, every county should have a large establishment of this kind for the reception of girls who are about to leave the National school, and should do on an extensive scale what is here done on a small scale.

Bickerstaffe Schools, near *Ormskirk*, erected and supported mainly by the liberality of the Earl of Derby, left a very favourable impression on me. One of the distinctive features of these schools was the quiet sense of reverence which seemed to prevail. Moreover, the good taste and completeness of the internal appointments, and the excellence of the arrangements, not only facilitated the work of instruction, but also made the school routine move on with a calm regularity which produces a valuable moral effect upon the minds of the poor scholars, in those very particulars in which they are commonly most deficient; indeed, the contrast between the demeanour of the children of such a school and those of a slovenly, ill-appointed school, is most striking and interesting. Where sober reverence, order, neatness, and comfort prevail, the scholars seem to become transposed into a different kind of being. They insensibly imbibe a love of decency and regularity. A sense of propriety insinuates itself into their young minds, and instead of that sullenness and untamed wildness which spurn and hate the restraints of better life, or induces the modest deference and chastened demeanour of those who respect others, because they have been enabled and accustomed to respect themselves.

The chief lesson, perhaps, to be derived from these three last-mentioned schools is, the value of ample school funds. With them, great results may generally be secured; without them, we cannot calculate upon accomplishing much good.

In describing in the tabular form the "*Methods*" employed in schools, I have generally used the word "ordinary," by which I mean that the children are taught by word of mouth, and are also questioned and examined on their knowledge. These may be called the "oral" and "catechetical" methods, which are dictated by common sense, and are practised in every elementary school. Under the term "ordinary methods," I also include the employment of monitors and pupil-teachers to help the master,—a plan pursued in every school I have visited. Wherever it has been the practice of the master to give set lessons to large numbers of his scholars collected together for that purpose in a gallery, I have noticed this important practice, and styled it the "simultaneous" method. All the other methods which are sometimes described by writers, under the names of the "elliptical, "explanatory," "dokimastical," "akroamatical" methods, &c., are, in my estimation, little more than mere verbiage, and therefore not worthy of express mention. Many a schoolmaster, if instructed in the "elliptical," or "explanatory" method of teaching, would be in the case of M. Jourdan, who found that he had been using grammar all his life without knowing it.

On the subject of Methods I desire to add, that in all schools, but especially in schools for the poor, where the children leave soon, there appear to me to be two grand requisites: one is, to secure rapidity in the communication of knowledge, the other is, to take care, nevertheless, that the faculties of the scholar are duly exercised and developed. Now these two excellencies are best attained by the two methods which I have called "oral" and "catechetical." By the oral method, the master imparts knowledge directly to the scholars by word of mouth, and at the same time arouses their naturally sluggish minds more than if they were set down to read and learn the same knowledge for themselves. By the catechetical method, the master makes the child's mind ferment, and work, and expand, while by his questions he elicits from it, in due logical order, the information, or the reasoning, which he had lately inculcated. These two processes were quaintly but aptly described by the late Archdeacon Bather, when he said that his plan of instruction was, "first to question it into a lad, and then to question it out of him." This saves time, without deadening the mental faculties; and I should be sorry ever to see adopted any method of saving time which disregarded the exercise and development of the mind. But it cannot be too often reiterated that no method or system must be *relied* on. What is wanted in every school is a master mind. With an inferior schoolmaster, no method will be good; and with a really [illegible] system will be bad. Every method, how-

ever—in short, all school mechanism—should be like Milton's chariot,—

"Itself instinct with spirit."

Discipline, by which I understand simply the power of ensuring attention and obedience, is, I am happy to say, for the most part well secured in the district I have visited, and without undue harshness. Corporal punishment seems, on the whole, little inflicted or needed; the right, however, to employ it, within certain limits, is wisely confided to the head teachers by school managers, though it should never be entrusted to the pupil-teachers. Personal castigation is the shortest, and in particular cases, the most efficient punishment, and it is not unsuited, in my opinion, to the condition of a child. Moreover, there are many children, I regret to say, whose nature is too like Caliban's, and—

"Whom stripes may move, not kindness."

Rewards are very little employed in the schools I have inspected.

The *organization* of schools, under which head I include *order*, I have generally found defective. The experience of most teachers is not extensive, and few have seen the best models. Organization and order are important means to an end, and therefore they deserve a few words. 1. The schoolroom is seldom partitioned out skilfully to the various classes, so as to turn the accommodation provided to the best advantage. I regret to say that in Lancashire the schoolroom is seldom furnished in ways suitable for a week-day school. The week-day school is sacrificed in this matter to the Sunday school, to which it is too often considered a subordinate appendage. The best advice I can give school managers and teachers on this subject is, that they should study the different plans for furnishing and arranging schools, published in the "Minutes of the Committee of Council on Education," or a work called "The Schoolroom," written by Messrs. Harris and Tearle, of which the first number has been published at the Depository of the National Society, Westminster. 2. There is generally too great a multiplication of classes. I have often found eight classes where there should have been four only. Again, classes should not be too small. I think there should seldom be less than 12 in one class. There is a want of life and of wholesome emulation where a class is smaller. One boy learns much from the mistakes of another. Moreover, boys teach each other much. I have often thought that in our great public schools the boys in a class learn more from each other even than from their master. 3. Greater pains should be taken in making all the boys go through certain bodily exercises and drill, in causing

them to stand or sit in proper positions, and in requiring an orderly disposition of their caps and satchels, which are sometimes carelessly tossed into a heap on the floor. It is overlooked, that these matters, besides being physically beneficial, have a great moral effect in producing habits of obedience, order, and attention. Children should be inured to habits of cleanliness in dress and person. Books are sadly ill-used; it would be a good practice to number every book, and to assign one to each child, who shall be responsible for it. 4. Ventilation, and the regulation of the temperature of the room, should be more diligently attended to by teachers, for the sake of health and of mental activity. 5. Registers are much neglected. I incline to think that there are three registers which always should be kept, viz., an admission register, a weekly register of payments, and a daily register of attendance and absence. In addition to these, it would be desirable to have a register in which to record each boy's progress, conduct, and character, and to enter records of him from time to time after he has left school. Uniformity too, in the registers used everywhere is very desirable. 6. A practice which, in my opinion, is most injurious, remains to be noticed, viz., that of rearranging the whole school according to the lesson about to be taught. This strange practice sometimes proceeds from the circumstance that separate charges are made for teaching different subjects—a pernicious system in schools for the poor—and sometimes from the notion that boys should be classified in each subject according to their knowledge of each subject respectively. The least injurious form of this plan is where the rearrangement of classes takes place in the arithmetic lesson only; though even this would, in my judgment, be better avoided. I would arrange the children in classes upon an average of their attainments and capacity, but mainly according to their respective powers of reading and of understanding what they read. I would then keep each class to its own books and its own subjects, labouring to bring the children in each class to a fair equality with each other in every subject, instead of losing time and creating trouble by reclassifying the children whenever there was a change of lessons. I am aware that it will often happen that a class which can read well together, will require different sums. But I think it is easier and better to set three or four different sums to the same class, on a black board or otherwise, than to rearrange the children throughout the school, in order to produce an exactly just reclassification of all the children according to their respective proficiency in arithmetic. I dwell at length on this practice, because it is so common in Lancashire, though not elsewhere, and because I have seen so much confusion resulting from it, and so much valuable time lost. Moreover, all respect for the upper classes is destroyed where there is no fixed class

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But no mere suggestions thus put forth can remedy the defects of organization. I would venture to suggest that the best mode of improving the organization of schools in this country would be by my Lords employing a body of Sub-inspectors, selected chiefly from the most able schoolmasters in the country, to visit schools for about a week at a time, in order to advise leisurely with school managers and teachers, and to exhibit the most approved methods of organization. At present, the Inspector gives a week's notice of his visit to a school, and he finds all things got up for his inspection. He does not see the school in its every-day dress, but in gala costume: nor does he see the master at work at all, as he himself is engaged in examining the pupil-teachers and scholars; and consequently he has not the opportunity of offering the suggestions which would be most useful to the school and to the teachers. Whereas, if a Sub-inspector were employed, in the way I venture to suggest, he might spend a few days in a school, after inspecting it, and would thus gain opportunities of seeing the very things which it is most desirable an Inspector should see in order that he may be of most use. These things he would talk over, as a friend, with the master, and would lay before him all the results of his own experience. I cannot conceive a greater boon to schoolmasters and schoolmistresses than such a visit, especially to those who have never been trained, or seen the best models; and they are the great majority.

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The really wise and thoroughly conscientious master thinks it his duty to do justice to all his scholars, and not to give an *undue* proportion of his time to the clever boys, because they are more likely to enhance his own repute. Where the younger children are thus comparatively neglected, while the master is intent upon driving a smattering of algebra into the first class, for the sake of the name of the thing—and where, consequently, the first steps in reading are badly taught, and the children are detained for years poring over uninteresting letters and monosyllables, the unhappy infants acquire a distaste for school and for learning, which never leaves them. Moreover, I have invariably observed, that where the lower classes were not

carefully attended to, the upper classes were inaccurate in their minds, however many subjects they had nominally mastered.

In the reading lesson of the upper classes it would, I think, be advisable frequently not to allow the class to read in regular turn as they sit, but for the teacher to call on each child without regard to the sitting order. Since, where children always read a sentence in turn, it is a common but injurious practice for a child to calculate what sentence will fall to him, and to be conning it over while the rest are reading.

It is not the practice of any school I have seen in this district to teach children to read hand-writing. This, however, might be done with advantage at an early stage, for some children who leave soon, never acquire this power. Perhaps it would even be well to teach script letters before printed. At all events the learning to write the alphabet should be practised simultaneously with the learning to read it, as these two processes are a great mutual help.

The subject of *writing* is felt to be so practically useful, especially in this manufacturing district, that, upon the whole, the boys (though not the girls) contrive to acquire this accomplishment in much perfection. I say, they *contrive to acquire it*, for really it is done in spite of the methods pursued. I have only seen one school, I think, in which the managers provided the copy-books. I hope to live to see it done in all schools. And generally the copy-books which the boys buy for themselves are of the worst description, being purchased for their apparent (not real) cheapness. The two best sets of copy-books, and of copy-slips, are those of Mulhauser, sold by J. W. Parker, West Strand, London; and those of the Rev. C. Richson, sold at Darton's in Holborn, and at the Depository of the Church Education Society, 6, St. James' Square, Manchester. Much time and trouble would, I think, be saved if all schools were provided with some sets of parallel desks and benches on a gallery (each set being three or four rows deep), at which the classes might write. Then, one large writing copy or gallery model, such as is published by Mr. Richson, hung over an easel, in front of a set of desks, would serve for the whole class.

I have seen in Lancashire schools what I never saw elsewhere, viz., *political* copy-books. The covers are made the channel of politics. On one cover I saw a picture in which a great many very plump rustic hinds are reaping; others are eating, drinking, and smoking; and others jingling money in their hands; while divers windmills are turning briskly round. Under this instructive allegory is written the following explanation or moral:—"A rural scene in 1847, the year after that in which the English ports were opened for the admission of

corn at a nominal duty, representing the agricultural labourers still fully employed, better paid, and better fed than under the old restrictive system." I have seen other similar pictures, with their political meaning duly explained below. I am decidedly of opinion that all books in any way involving controversial matters of this kind should be sedulously avoided.

The subject of *arithmetic* meets with much attention, and deservedly; and in boys' schools it is upon the whole well taught, but not in girls' schools. The *principles* of arithmetic, however, are not duly explained. Not that I expect boys to be able to master the principles before they have acquired a good deal of experience in the practice; but when they have got a certain amount of practical power in working the rules, the principles should be more dwelt on and explained than they are. If this were done it would, among other advantages, enable youths to retain their knowledge of arithmetic after they had left school more than they now do, when they leave school with only a sort of technical dexterity in working sums. Nothing is more usual than for youths who come to night-schools to find that they have quite lost all the facility they once possessed in the practice of arithmetic; and this may, I think, be attributed to the above-mentioned cause. Numeration and notation also are rather neglected. I think they would be best taught, after the boys know something of the working of the first rules. The rule which I have found worst known in schools is Division.

Geography is, on the whole, very fairly taught in my district; but due preponderance is not given to a knowledge of the United Kingdom of Great Britain and Ireland, and to its colonies, possessions, and dependencies.

Of *grammar* there is great ignorance. It is too much taught by making the children repeat by rote long definitions and rules which they do not comprehend. It is not sufficiently brought down to their understandings, and made intelligible to them. Masters are too content with teaching the mere names and terms in grammar, instead of explaining the principles: *toti sunt in rerum nominibus, non in ipsis rebus.* The best little grammars for children are perhaps Allen and Cornwell's, Sullivan's, and Wilson's; but grammar is best taught orally.

The only *history* known at all, besides the Jewish, is the English. The latter is very imperfectly known. A simple and brief, yet at the same time interesting, History of England, would be a very valuable work.

I am happy to say, that there is a good deal of attention paid in my district to the *religious instruction* of the children by the clergy, as well as by the teachers. Indeed, the clergy in this district appear to me to be on the whole a far more active

and able body than in any district with which I am personally acquainted.

It should not be disguised from my Lords, that one of the most common objections to the Minutes of 1846, which is current in the mouths of men is, that so much secular learning in so many subjects, as seems expected by my Lords, is incompatible with due attention to religious instruction. I venture to mention this often-repeated objection with more confidence, because all intelligent and single-minded persons now see that the way to teach religion (so far as it can be taught) is not merely to impart what may strictly be called religious instruction, but also so to exercise and develope the intellects of the children as to enable them to enter into and appreciate the religious instruction they receive. For my own part, I have no hesitation in saying, that I have invariably found in schools that sound knowledge in secular learning and in religion go hand in hand. And, generally speaking, I have observed that the boys of genius are also the most moral and devout. I argue, therefore, that the way to teach religion in schools is not to stint the secular teaching, but to use increased skill and vigour during special religious lessons. Indeed, I know that my Lords look to the clergy to do this, and are deeply anxious that schools should contribute to an increase of true piety throughout the land. And it ought to be more known than I generally find it, that part of my Lords' instructions to Her Majesty's Inspectors of Church of England schools is, "to mention the state of the children's knowledge of the Holy Scriptures, Church Catechism, and Liturgy, and to invite the assistance of the parochial clergyman in this part of the examination."

If I might respectfully offer a slight suggestion connected with religious teaching in Church of England schools, it would be that immediately after prayers every morning all those classes which can read the Bible fluently should be collected together seriously for that purpose, and that the junior children should sit around to hear it read. Another suggestion is, that the form of prayers used in schools should contain some reference to places of education and the work in hand. I have only noticed one school (Dr. Molesworth's Parish-church school at Rochdale), in which there is any special application of this kind. I have pleasure in adding, that in most schools prayers are conducted by the head teachers, reverently and devoutly, and that the tinkle of a small hand-bell is now for the most part happily substituted as a summons to devotion, in the place of the impatient smack of the cane upon the desk, which used to be so prevalent. An excellent collection of sacred music for schools has been edited by Mr. J. Tilleard, and published by Novello, Dean-street, Soho, at 1*s.* 6*d.*

As regards the subjects of instruction, I will only add on this occasion, that teachers should study so to arrange the time for teaching each subject as to afford the most mental relief to the scholars by each successive change. Thus the strain of mind consequent upon an arithmetic lesson may be relieved by a subsequent writing lesson, or the bustle and excitement of a lesson in grammar and etymology by the calm repose of drawing. Again, the evils of noise may in a considerable degree be mitigated by a skilful arrangement of the lessons with reference to the juxta-position of the classes. Thus while one class is receiving a noisy lesson in grammar or geography, the neighbouring class may be silently employed in writing from memory.

The *schoolmasters* and *schoolmistresses* in my district claim a few words. Nearly all the schools which I have visited have been the select and best schools in the district. I have not inspected more than one or two schools in which there were not either certificated teachers, or teachers to whom whom pupils have been apprenticed; and yet, notwithstanding, my impression is, that we must look forward to having a more highly educated body of head teachers before adequate results can be expected from our schools. By this I would not be supposed to imply that the masters and mistresses are not, for the most part, doing their best. On the contrary, I regard them as a highly meritorious body, who work hard and conscientiously under many disadvantages. They are, in my opinion, decidedly underpaid; they are often very inadequately accommodated in the houses or apartments assigned to them; they have little or no suitable society; they are frequently left without proper support and encouragement; and their work is like Penelope's web, inasmuch as it is always beginning over again in a disheartening way, in consequence of the irregular attendance, and the early ages at which the children leave, and the rapid succession of new scholars. I do not think I went into a school in which the master or mistress did not say to me, "We can do little for the children, they attend so irregularly, and they leave so soon." But to return, though the teachers are, for the most part, meritorious, I do not think they are adequately educated. Their ideas are not sufficiently elevated; they do not form an adequate conception of what ought to, and might, be done in a school. Their education has not been of that kind which leads them to be themselves ever learning and thinking; and consequently their minds stagnate. But it is only active, ever improving, energetic, living minds, which are fit to instruct and form the minds of others. The defective education of masters and mistresses is undoubtedly, in a great measure, in a course of amendment through the new apprenticeship system which my Lords have introduced. But more, and better

training colleges are grievously wanted, and better emoluments for the teachers. But what would contribute, perhaps, more than anything towards providing a competent body of masters is, if there were some prizes in the market for the most deserving amongst them; such, for instance, as I ventured to recommend to my Lords' notice in the previous part of my Report, viz, the appointment of the best masters to Sub-inspectorships. It is, beyond a doubt, the existence of prizes at the Bar, and in the English Church, which contributes to form so large and good a supply of able barristers and clergymen.

It is too common a practice in Lancashire for masters of elementary schools, especially those who have been at training institutions, to go to Dublin to keep terms, with a view to receiving a degree, and becoming clergymen. I regret this, because, among other reasons, to be looking forward to a totally different line of duties prevents them from applying all their heart to their present scholastic duties. And I doubt whether, generally, their education has been sufficiently clerkly and refined to produce suitable clergymen.

The previous topic naturally leads me to speak of the certificates of merit awarded by my Lords, and upon this point I hope I may be permitted to speak freely my mature and decided conviction. It is my opinion, that two certificates totally different in kind should be awarded. My meaning may, perhaps, be best understood by saying I would make a reality of the kind of distinction originally designed at Oxford and Cambridge between the Bachelor and Master of Arts. First, a certificate should be awarded for a certain amount of knowledge only. I would omit all mention of skill in teaching; among other reasons, because, from what I have seen, I do not believe that any opinion worth having can be formed from seeing a man teach a class for a short time. Persons receiving this first certificate might be called *Licentiates*, or by some other appropriate title. In the next place, I would institute another kindof certificate, for which Licentiates might be candidates. This should be awarded only to persons of a certain age (say not less than 23 years old), and who had also been in charge of one school for a period of not less than two years. At the expiry of that time a searching investigation might be instituted into the state of the school; and a report should be made to the Committee of Council upon all points connected with the state of the school—such as its organization, order, discipline, methods of instruction, number of scholars compared with the population, popularity of the master with the managers and parents of the scholars, &c., &c. And upon this report the second, or higher certificate, with higher emolument, might be awarded. This might be called the *Master's certificate.* Of

course there would be degrees, both in the Licentiate's and the Master's certificate. But I do not enter into details, I merely beg permission to suggest the notion. One of the chief reasons for desiring to urge this matter on the attention of my Lords is, that at present the certificate, though valuable as a guarantee of knowledge, is no criterion of the real value of a master, but unfortunately does profess to be so, by entering into a detailed statement of his acquirements and capacities as a teacher. But it is most important that the certificate should not profess one particle more than it can safely guarantee, for fear of its coming into disrepute.

Though the *pupil-teachers* apprenticed in schools have occupied nearly half my time, I do not contemplate saying much respecting them on this occasion. The system is, on the whole, working well in my district. The chief matter of regret is, that in several cases the apprentices were not such as seemed likely to become valuable schoolmasters and schoolmistresses. It was natural that this should happen at first, when all parties were more anxious, perhaps, about bringing the plan into operation than careful in selecting the material to be employed. For the future, however, I trust that the greatest circumspection will be used by school managers, and that only those boys and girls will be proposed to the Inspectors, and to the Committee of Council, as candidates for apprenticeship, whose dispositions are thoroughly known and approved by the local school committee. The Committee of Council can form an opinion of a boy's knowledge and ability only; for the more important qualifications they rely on the judgment and discretion of the clergy and school managers. It should be borne in mind that the smart ready boy of 13 has not always the most genius, and is by no means always likely to prove eventually the best guide and instructor of youth.

I beg to add a few general remarks on the peculiar features of the districts I have visited. My circuit has comprised three very different tracts of country: 1. Cumberland and Westmoreland; 2. The Isle of Man; 3. Lancashire.

I. Cumberland and Westmoreland call for no special remark.

II. The Isle of Man has some peculiarities worthy of attention. The population is nearly all Celtic, and the children appear to possess the quickness which characterizes that race. The Manx dialect of the Celtic language seems nearly obliterated. I found very few traces of it among the children of the 21 schools which I inspected. Few of them spoke Manx, and they all spoke English well, though some of the expressions, perhaps, savoured of translation from Manx into English. As far as I could learn, the Manx tongue appears to have died out, more particularly during the last 50 years. The fact of this substitution of the English for the Manx language among the peasantry

ever—in short, all school mechanism—should be like Milton's chariot,—

"Itself instinct with spirit."

Discipline, by which I understand simply the power of ensuring attention and obedience, is, I am happy to say, for the most part well secured in the district I have visited, and without undue harshness. Corporal punishment seems, on the whole, little inflicted or needed; the right, however, to employ it, within certain limits, is wisely confided to the head teachers by school managers, though it should never be entrusted to the pupil-teachers. Personal castigation is the shortest, and in particular cases, the most efficient punishment, and it is not unsuited, in my opinion, to the condition of a child. Moreover, there are many children, I regret to say, whose nature is too like Caliban's, and—

"Whom stripes may move, not kindness."

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The subject of *reading* is, I regret to say, not usually taught with the pains and care which it deserves. Sufficient attention is not paid to teaching distinct articulation, to explaining the meaning of particular words, and the general meaning of each passage. Teachers, and pupil-teachers, are too often content with *getting through* the bare pronounciation of the words of the lesson. Moreover, the children in the lower classes are commonly kept too long hammering over their letters and monosyllables. I am aware of the difficulties resulting from the want of home education among the poor, and from the great masses with which we have to deal in our elementary schools; but still I do look forward to the time when, having established in every school a good staff of pupil-teachers, greater expedition will be obtained in teaching every child to read with tolerable fluency and ease. I think that at present it takes two years, upon an average, to teach this one primary subject alone. In the Isle of Man I met with a very little girl who read with great ease and correctness, and she had only begun her letters six months previously. I mention this to show what may be done. This topic is only a part of a larger one, viz., the comparative neglect of the junior classes, which is so common, and from which so much evil results.

The really wise and thoroughly conscientious master thinks it his duty to do justice to all his scholars, and not to give an *undue* proportion of his time to the clever boys, because they are more likely to enhance his own repute. Where the younger children are thus comparatively neglected, while the master is intent upon driving a smattering of algebra into the first class, for the sake of the name of the thing—and where, consequently, the first steps in reading are badly taught, and the children are detained for years poring over uninteresting letters and monosyllables, the unhappy infants acquire a distaste for school and for learning, which never leaves them. Moreover, I have invariably observed, that where the lower classes were not

carefully attended to, the upper classes were inaccurate in their minds, however many subjects they had nominally mastered.

In the reading lesson of the upper classes it would, I think, be advisable frequently not to allow the class to read in regular turn as they sit, but for the teacher to call on each child without regard to the sitting order. Since, where children always read a sentence in turn, it is a common but injurious practice for a child to calculate what sentence will fall to him, and to be conning it over while the rest are reading.

It is not the practice of any school I have seen in this district to teach children to read hand-writing. This, however, might be done with advantage at an early stage, for some children who leave soon, never acquire this power. Perhaps it would even be well to teach script letters before printed. At all events the learning to write the alphabet should be practised simultaneously with the learning to read it, as these two processes are a great mutual help.

The subject of *writing* is felt to be so practically useful, especially in this manufacturing district, that, upon the whole, the boys (though not the girls) contrive to acquire this accomplishment in much perfection. I say, they *contrive to acquire it*, for really it is done in spite of the methods pursued. I have only seen one school, I think, in which the managers provided the copy-books. I hope to live to see it done in all schools. And generally the copy-books which the boys buy for themselves are of the worst description, being purchased for their apparent (not real) cheapness. The two best sets of copy-books, and of copy-slips, are those of Mulhauser, sold by J. W. Parker, West Strand, London; and those of the Rev. C. Richson, sold at Darton's in Holborn, and at the Depository of the Church Education Society, 6, St. James' Square, Manchester. Much time and trouble would, I think, be saved if all schools were provided with some sets of parallel desks and benches on a gallery (each set being three or four rows deep), at which the classes might write. Then, one large writing copy or gallery model, such as is published by Mr. Richson, hung over an easel, in front of a set of desks, would serve for the whole class.

I have seen in Lancashire schools what I never saw elsewhere, viz., *political* copy-books. The covers are made the channel of politics. On one cover I saw a picture in which a great many very plump rustic hinds are reaping; others are eating, drinking, and smoking; and others jingling money in their hands; while divers windmills are turning briskly round. Under this instructive allegory is written the following explanation or moral:—"A rural scene in 1847, the year after that in which the English ports were opened for the admission of

corn at a nominal duty, representing the agricultural labourers still fully employed, better paid, and better fed than under the old restrictive system." I have seen other similar pictures, with their political meaning duly explained below. I am decidedly of opinion that all books in any way involving controversial matters of this kind should be sedulously avoided.

The subject of *arithmetic* meets with much attention, and deservedly; and in boys' schools it is upon the whole well taught, but not in girls' schools. The *principles* of arithmetic, however, are not duly explained. Not that I expect boys to be able to master the principles before they have acquired a good deal of experience in the practice; but when they have got a certain amount of practical power in working the rules, the principles should be more dwelt on and explained than they are. If this were done it would, among other advantages, enable youths to retain their knowledge of arithmetic after they had left school more than they now do, when they leave school with only a sort of technical dexterity in working sums. Nothing is more usual than for youths who come to night-schools to find that they have quite lost all the facility they once possessed in the practice of arithmetic; and this may, I think, be attributed to the above-mentioned cause. Numeration and notation also are rather neglected. I think they would be best taught, after the boys know something of the working of the first rules. The rule which I have found worst known in schools is Division.

Geography is, on the whole, very fairly taught in my district; but due preponderance is not given to a knowledge of the United Kingdom of Great Britain and Ireland, and to its colonies, possessions, and dependencies.

Of *grammar* there is great ignorance. It is too much taught by making the children repeat by rote long definitions and rules which they do not comprehend. It is not sufficiently brought down to their understandings, and made intelligible to them. Masters are too content with teaching the mere names and terms in grammar, instead of explaining the principles: *toti sunt in rerum nominibus, non in ipsis rebus.* The best little grammars for children are perhaps Allen and Cornwell's, Sullivan's, and Wilson's; but grammar is best taught orally.

The only *history* known at all, besides the Jewish, is the English. The latter is very imperfectly known. A simple and brief, yet at the same time interesting, History of England, would be a very valuable work.

I am happy to say, that there is a good deal of attention paid in my district to the *religious instruction* of the children by the clergy, as well as by the teachers. Indeed, the clergy in this district appear to me to be on the whole a far more active

and able body than in any district with which I am personally acquainted.

It should not be disguised from my Lords, that one of the most common objections to the Minutes of 1846, which is current in the mouths of men is, that so much secular learning in so many subjects, as seems expected by my Lords, is incompatible with due attention to religious instruction. I venture to mention this often-repeated objection with more confidence, because all intelligent and single-minded persons now see that the way to teach religion (so far as it can be taught) is not merely to impart what may strictly be called religious instruction, but also so to exercise and develope the intellects of the children as to enable them to enter into and appreciate the religious instruction they receive. For my own part, I have no hesitation in saying, that I have invariably found in schools that sound knowledge in secular learning and in religion go hand in hand. And, generally speaking, I have observed that the boys of genius are also the most moral and devout. I argue, therefore, that the way to teach religion in schools is not to stint the secular teaching, but to use increased skill and vigour during special religious lessons. Indeed, I know that my Lords look to the clergy to do this, and are deeply anxious that schools should contribute to an increase of true piety throughout the land. And it ought to be more known than I generally find it, that part of my Lords' instructions to Her Majesty's Inspectors of Church of England schools is, "to mention the state of the children's knowledge of the Holy Scriptures, Church Catechism, and Liturgy, and to invite the assistance of the parochial clergyman in this part of the examination."

If I might respectfully offer a slight suggestion connected with religious teaching in Church of England schools, it would be that immediately after prayers every morning all those classes which can read the Bible fluently should be collected together seriously for that purpose, and that the junior children should sit around to hear it read. Another suggestion is, that the form of prayers used in schools should contain some reference to places of education and the work in hand. I have only noticed one school (Dr. Molesworth's Parish-church school at Rochdale), in which there is any special application of this kind. I have pleasure in adding, that in most schools prayers are conducted by the head teachers, reverently and devoutly, and that the tinkle of a small hand-bell is now for the most part happily substituted as a summons to devotion, in the place of the impatient smack of the cane upon the desk, which used to be so prevalent. An excellent collection of sacred music for schools has been edited by Mr. J. Tilleard, and published by Novello, Dean-street, Soho, at 1*s.* 6*d.*

As regards the subjects of instruction, I will only add on this occasion, that teachers should study so to arrange the time for teaching each subject as to afford the most mental relief to the scholars by each successive change. Thus the strain of mind consequent upon an arithmetic lesson may be relieved by a subsequent writing lesson, or the bustle and excitement of a lesson in grammar and etymology by the calm repose of drawing. Again, the evils of noise may in a considerable degree be mitigated by a skilful arrangement of the lessons with reference to the juxta-position of the classes. Thus while one class is receiving a noisy lesson in grammar or geography, the neighbouring class may be silently employed in writing from memory.

The *schoolmasters* and *schoolmistresses* in my district claim a few words. Nearly all the schools which I have visited have been the select and best schools in the district. I have not inspected more than one or two schools in which there were not either certificated teachers, or teachers to whom whom pupils have been apprenticed; and yet, notwithstanding, my impression is, that we must look forward to having a more highly educated body of head teachers before adequate results can be expected from our schools. By this I would not be supposed to imply that the masters and mistresses are not, for the most part, doing their best. On the contrary, I regard them as a highly meritorious body, who work hard and conscientiously under many disadvantages. They are, in my opinion, decidedly underpaid; they are often very inadequately accommodated in the houses or apartments assigned to them; they have little or no suitable society; they are frequently left without proper support and encouragement; and their work is like Penelope's web, inasmuch as it is always beginning over again in a disheartening way, in consequence of the irregular attendance, and the early ages at which the children leave, and the rapid succession of new scholars. I do not think I went into a school in which the master or mistress did not say to me, "We can do little for the children, they attend so irregularly, and they leave so soon." But to return, though the teachers are, for the most part, meritorious, I do not think they are adequately educated. Their ideas are not sufficiently elevated; they do not form an adequate conception of what ought to, and might, be done in a school. Their education has not been of that kind which leads them to be themselves ever learning and thinking; and consequently their minds stagnate. But it is only active, ever improving, energetic, living minds, which are fit to instruct and form the minds of others. The defective education of masters and mistresses is undoubtedly, in a great measure, in a course of amendment through the new apprenticeship system which my Lords have introduced. But more, and better

training colleges are grievously wanted, and better emoluments for the teachers. But what would contribute, perhaps, more than anything towards providing a competent body of masters is, if there were some prizes in the market for the most deserving amongst them; such, for instance, as I ventured to recommend to my Lords' notice in the previous part of my Report, viz, the appointment of the best masters to Sub-inspectorships. It is, beyond a doubt, the existence of prizes at the Bar, and in the English Church, which contributes to form so large and good a supply of able barristers and clergymen.

It is too common a practice in Lancashire for masters of elementary schools, especially those who have been at training institutions, to go to Dublin to keep terms, with a view to receiving a degree, and becoming clergymen. I regret this, because, among other reasons, to be looking forward to a totally different line of duties prevents them from applying all their heart to their present scholastic duties. And I doubt whether, generally, their education has been sufficiently clerkly and refined to produce suitable clergymen.

The previous topic naturally leads me to speak of the certificates of merit awarded by my Lords, and upon this point I hope I may be permitted to speak freely my mature and decided conviction. It is my opinion, that two certificates totally different in kind should be awarded. My meaning may, perhaps, be best understood by saying I would make a reality of the kind of distinction originally designed at Oxford and Cambridge between the Bachelor and Master of Arts. First, a certificate should be awarded for a certain amount of knowledge only. I would omit all mention of skill in teaching; among other reasons, because, from what I have seen, I do not believe that any opinion worth having can be formed from seeing a man teach a class for a short time. Persons receiving this first certificate might be called *Licentiates*, or by some other appropriate title. In the next place, I would institute another kindof certificate, for which Licentiates might be candidates. This should be awarded only to persons of a certain age (say not less than 23 years old), and who had also been in charge of one school for a period of not less than two years. At the expiry of that time a searching investigation might be instituted into the state of the school; and a report should be made to the Committee of Council upon all points connected with the state of the school—such as its organization, order, discipline, methods of instruction, number of scholars compared with the population, popularity of the master with the managers and parents of the scholars &c., &c. And upon this report the second, or higher certificate, with higher emolument, might be awarded. This might be called the *Master's certificate.* Of

course there would be degrees, both in the Licentiate's and the Master's certificate. But I do not enter into details, I merely beg permission to suggest the notion. One of the chief reasons for desiring to urge this matter on the attention of my Lords is, that at present the certificate, though valuable as a guarantee of knowledge, is no criterion of the real value of a master, but unfortunately does profess to be so, by entering into a detailed statement of his acquirements and capacities as a teacher. But it is most important that the certificate should not profess one particle more than it can safely guarantee, for fear of its coming into disrepute.

Though the *pupil-teachers* apprenticed in schools have occupied nearly half my time, I do not contemplate saying much respecting them on this occasion. The system is, on the whole, working well in my district. The chief matter of regret is, that in several cases the apprentices were not such as seemed likely to become valuable schoolmasters and schoolmistresses. It was natural that this should happen at first, when all parties were more anxious, perhaps, about bringing the plan into operation than careful in selecting the material to be employed. For the future, however, I trust that the greatest circumspection will be used by school managers, and that only those boys and girls will be proposed to the Inspectors, and to the Committee of Council, as candidates for apprenticeship, whose dispositions are thoroughly known and approved by the local school committee. The Committee of Council can form an opinion of a boy's knowledge and ability only; for the more important qualifications they rely on the judgment and discretion of the clergy and school managers. It should be borne in mind that the smart ready boy of 13 has not always the most genius, and is by no means always likely to prove eventually the best guide and instructor of youth.

I beg to add a few general remarks on the peculiar features of the districts I have visited. My circuit has comprised three very different tracts of country: 1. Cumberland and Westmoreland; 2. The Isle of Man; 3. Lancashire.

I. Cumberland and Westmoreland call for no special remark.

II. The Isle of Man has some peculiarities worthy of attention. The population is nearly all Celtic, and the children appear to possess the quickness which characterizes that race. The Manx dialect of the Celtic language seems nearly obliterated. I found very few traces of it among the children of the 21 schools which I inspected. Few of them spoke Manx, and they all spoke English well, though some of the expressions, perhaps, savoured of translation from Manx into English. As far as I could learn, the Manx tongue appears to have died out, more particularly during the last 50 years. The fact of this substitution of the English for the Manx language among the peasantry

is, perhaps, of importance, as illustrating the best mode of producing the same result in Wales, in case such a result is desirable. Now it has not been the practice to teach Manx at all in the schools; while English has been especially taught as required by the two Educational Acts of Tynwald, passed in 1704 and in 1813. Assuming then that it is desirable to replace the Welsh language by the English in Wales, will it not be best to pursue a similar course, viz., to teach English, and not to teach Welsh in the schools? I speak diffidently on this important point, because I believe that our greatest living scholar and philosopher, Bishop Thirlwall, is of opinion that in those parts of Wales where the Welsh language is in common use the children should be well instructed in Welsh as a preliminary, and with a view, to the successful acquirement by them of English: which latter language he considers (I presume) that they would best learn thus, like a foreign tongue.

Education has been provided for in this island to some extent by the two Acts of Tynwald above referred to. The first Act made it obligatory on all persons to send their children to school till they could read English distinctly. The second Act related chiefly to the payment of the teachers. A third Act has been passed by the domestic legislature of the island this year, and is now awaiting the Royal assent. This Act may be very valuable. Its main object is to enable a majority of the cess-payers within any district to form an educational district, and then to tax it for all useful objects connected with the establishment and efficient maintenance of schools within that district. The grand defect of the Act, perhaps, is that it is only permissive, not obligatory; it may, therefore, remain a dead letter. I think, however, that there are two or three minor defects which will require to be remedied.

1. The 8th and 9th clauses appear to conflict with the 16th. By the 8th and 9th clauses a committee of school managers is to be chosen annually, and to have power to dismiss the master, subject to the approval of the Bishop; but the 16th clause gives the power of dismissal to the *Trustees*. I think this is an error, and that it has arisen from the 16th clause being copied *verbatim* from the 4 and 5 Vict. c. 38.

2. The 11th clause of the Act, as it was introduced by the Bishop, and passed in the Council, or Upper House, was unobjectionable; but the House of Keys, or Lower House, added to it the following amendment:—"Provided nevertheless that nothing herein contained shall be deemed or taken to prevent any school which may at any time have entered into union with the Incorporated National Society for Promoting the Education of the Poor throughout England and Wales, from complying with the terms of union required by the said society." My objection to this amendment is, that the National Society,

which was chartered for "England and Wales," cannot extend its operations to this island so as to embrace its schools and bind them by its terms of union. The Isle of Man is no part of England and Wales, though it is in the province of York. I believe the Ecclesiastical Commissioners, who are appointed for England and Wales, instead of for the two provinces of Canterbury and York, have felt this difficulty, and have been unfortunately unable, in consequence, to extend the benefits of their commission to the Isle of Man.

3. Moreover it appears to me to be an omission that the Act does not enable individual trustees to convey schools to some corporate persons or bodies.

Without entering into the statistics which I obtained concerning education in the island, I am happy to add that the work is decidedly thriving. A great impulse was imparted to education here by Bishop Short, and the work is being carried on with remarkable vigour and success by the present Bishop of Sodor and Man, with whom all the clergy and laity cooperate, with a respect and affection which it is delightful to witness.

III. All I purpose to say of education in Lancashire on the present occasion, is merely to name some of the peculiar faults, wants, and difficulties of the district, and to suggest a few remedies.

If education in Lancashire is not all that could be desired, it need create no surprise or despair, seeing that the population of the county has increased, speaking literally, beyond all precedent. In 1801 its population was 166,200; in 1851 the census will show a return of more than 2,000,000; that is, the population will be more than twelve fold as great as it was in the beginning of the century. And this increase has gone on at an accelerated ratio in the last 20 years, so that very great forethought and almost superhuman efforts would have been necessary to do all that was requisite for education in such a case.

The only peculiar *fault* which I shall now mention is, that, in my judgment, the payments required of the children are too high, especially, perhaps, in Manchester. It is common to charge 3*d.* and 4*d.* a-week to each scholar. I regret to say that I have known 5*d.* and 6*d.* a-week charged. I consider this to be one of the causes why the attendance at the schools in that town is so scanty.

At the same time it is fair to add, that several persons long acquainted with the district approve of these high charges, which I think so injurious and objectionable.

One striking *want* in this county is that of teachers' residences. I have never known so large a proportion of school-rooms without suitable dwellings for the teachers. Another

peculiar want is that of good ventilation, which has, I think, been less attended to here than it is in London and elsewhere. Most of the other wants of the district are those which are common to all districts, and proceed chiefly from a want of adequate and permanent funds.

An additional Training Institution for masters is much wanted, and I hope that ere long the inhabitants of all that part of the county of Lancaster which is severed from the diocese of Chester will take this want into serious consideration.

The peculiar educational *difficulties* of this county are, in several respects, greater than in any part of Great Britain, except, perhaps, in some parts of Yorkshire. These difficulties result from the peculiar circumstances and characters of the employers and the employed.

First, as regards the *employers:* their interest has been absorbed in their pursuits, their speculations, and their gains. They have been carried away by the rapid succession of astonishing discoveries and improvements connected with manufactures. To say nothing of all other mechanical inventions, how wonderful is it to reflect upon the successive ingenious contrivances in spinning and weaving alone; upon the water-frame, the spinning-jenny, the mule, the bobbin and fly-frame, and the application to all these of steam-power, enabling one man to do what was the work of 250 in the last century. No wonder if this sudden development and inrush of mechanical subjects of interest and profit, opening a wide field of enterprise, and claiming an unremitting attention to material concerns, have for a while prevented a due regard to the moral and spiritual welfare of the people around. No wonder if the manufacturers have been whirled along in a vortex of mere worldly affairs, and have as yet scarcely recovered themselves sufficiently to take a clear review of the moral obligations they have contracted, and of the claims of those who toil for them. The factory system is in its first youth. When the impetuosity of youth has effervesced, its mature and sober manhood will provide a remedy for the evils which have sprung up. Many of the millowners have already given an earnest of the spirit which will one day, I trust, inspire all of them; when they will duly recognize that their "*hands*" have hearts to feel, minds to think, and souls to be saved. The work of education here is very mainly dependent upon this good and conscientious feeling, which I believe is growing up among the master manufacturers. But in truth their interest also will, I am sure, in this matter be found in the long run to be on the side of their duty. They will find it cheaper to contribute largely to education than to have unintelligent, immoral, or ill-disposed workmen. If the people of that day had been well-edu-

cated, Arkwright and Hargreaves would never have had to fly from Lancashire for their lives—the one for contriving the water-frame, the other for inventing the spinning-jenny.

If it be asked what the millowners and employers can do for education, I answer, let them contribute liberally to the establishment and maintenance of elementary and training schools. But in addition to this, they may do a great deal by their moral influence. What is wanted is, that they should feel a lively interest in the work of education; then they will soon find ways of promoting it. For instance, they might state publicly, and put up notices in their mills, that preference would be given to all those applicants for employment who could read and write well. They might visit occasionally the parochial schools in their neighbourhood; they might invite the school managers and Her Majesty's Inspectors to name the best and most proficient boys and girls every year, with a promise to take them into their employment; and the names of the selected scholars might be set upon a board in the school, and remain there during the year, as an example to the rest of the children. In these and numerous other ways they might impart a healthy stimulus to the education of the poor in this county.

But next, the condition of the *employed*, of the poor themselves, in factory districts, presents, perhaps, the greatest difficulty in the way of education, and one which it will be most arduous to surmount. There are the impediments arising from the social state and habits of the *parents*. They work hard, but they also drink hard. They earn good wages, but they also spend them, and acquire no property. But this proletarian condition, this living from hand to mouth, always generates the greatest carelessness and neglect of duty. Such a state resembles that of men during a great plague, as described by writers who have witnessed it, in which so great recklessness supervenes that the moment's gratification is all that is regarded; and such is very much the condition of the factory operatives. To-morrow is a word which has no place in their vocabulary. Then again, the "hands" in a mill generally come from a distance in the first instance, and they have no local ties and humanising associations with the place of their residence. They are wandering Ishmaelites, ready to flit at any moment. Further, their homes are comfortless, because their wives, again, have been brought up in factories, and continue to work in them, and neither know nor care for domestic duties and home comforts. From all this results a bad régime, which causes the education of the poor children of such parents to be utterly neglected.

But the saddest obstacle of all to education is the case of the *children* themselves. Their labour is, unfortunately, so useful to the mill-owner and so profitable to their parents! This

impediment has been partly grappled with by the Legislature, in the case of cotton and silk mills, by the half-time system. But other injuries are caused to education from the value of juvenile labour, besides non-attendance or short attendance at school. The children very early become self-willed, and even independent. It is almost incredible how soon they become their own masters, and I believe it is quite common for them, in towns like Manchester, to dictate what school they will go to, and what school they will leave. This strikes a great blow at discipline in schools.

I have made a passing allusion to the evils resulting from female labour in the mills. It is for politicians to consider whether such labour can be further restricted by law with safety. But there is a point connected with that labour which all friends to education should consider, and, if possible, remedy. I refer to the case of the helpless infants whose mothers go to the mills; they are either left to themselves or to the care of a sister, kept from school for that purpose, or to persons for the most part totally unfit for the charge. The consequence is obvious; and it is a well-ascertained fact that half the children at least, born in factory districts, die before the age of five years; and those who survive grow up an enfeebled race. Would it not be worth while, in our large factory towns, to have special asylums for these poor babes, at which their mothers, as they go to the mill, might deposit them every morning, and call for them in the evening? Proper nurses would have to be provided, but fees would be charged to the mothers, which would nearly cover the expense of the asylums.

The disorganization of parochial schools arising from the mixture of the "half-timers," and the irregular attendants from the print-works, with the rest of the children, is so great an evil that it would be best, perhaps, in factory towns for the managers of the various parochial schools to combine to establish special schools for those children who are employed in the mills, instead of mixing them up with the children of the other labouring population.

My remarks have extended beyond what I contemplated or expected, I must therefore bring them to a close. There is one topic, however, of such immense importance to this district that I should be loth to leave it altogether unmentioned. I mean *evening schools*. Much more use ought to be made of them. Youths should here systematically carry on from the age of 13 or 14 to 23 or 24, the education which they had only commenced in the elementary school. The same buildings would serve. What is wanted is the masters and the funds to pay them. The masters of the evening schools must be adequately paid, and they must not be the teachers who have been at work all day in the parochial schools. I see no way to bring

about this vital measure except by large special assistance from the Committee of Council, derived from the Parliamentary grant for education, or from an educational rate. The voluntary system has done a vast deal, but it has nearly, if not quite, run to the end of its tether. And if I were to sum up in one sentence the result of my experience during the last 12 years, which I have chiefly devoted to education, as a parochial clergyman, as Secretary of the National Society, and one of Her Majesty's Inspectors of Schools, I should say that the problem which statesmen have to solve in England is, how to continue to have schools *managed* and *supported* pretty nearly as they now are, but at the same time to have their grievous wants and deficiencies supplied by large public aid derived from a Parliamentary grant, or, still better, from *a rate for education.*

I have the honor to be, &c.,

W. J. KENNEDY.

To the Secretary of the Committee of Council on Education,
&c. &c. &c.

WALES.

General Report on the Schools inspected in part of Wales, comprising the Counties of Brecon, Cardigan, Carmarthen, Glamorgan, Merioneth, Montgomery, Pembroke, and Radnor; in the Year 1849. By Her Majesty's Inspector of Schools, the Rev. H. LONGUEVILLE JONES.

SIR,

I HAVE the honor of forwarding to you, for the information of their Lordships of the Committee of Council on Education, the following Report on the condition of schools, in connexion with the Church of England, in those counties of Wales which have been inspected by me under their Lordships' orders, during that portion of the year 1849, which was comprised between the 1st of February and the 1st of November.

These counties are eight in number, being as follows, viz.:—

Brecon	Merioneth
Cardigan	Montgomery
Carmarthen	Pembroke
Glamorgan	Radnor

and they contain, in the aggregate, 131 schools under inspection, in 47 of which, examinations of pupil-teachers have been conducted, and in 14 of which there are teachers who have received augmentation of salary in consequence of their holding certificates of merit, obtained after examination before Her Majesty's Inspectors.

During the above period I have also held the five following general examinations, viz., two of masters, at Swansea and Welshpool, during the month of April; two of mistresses, at Carmarthen and Ruthin, during the months of September and October; and one of the students in the Training School at Carmarthen, during the month of April. These examinations, with the time subsequently required for revising the papers worked by candidates, occupied eleven weeks. During the remainder of this portion of the year, with the exception of one week's leave of absence, I have carried on my inspection of schools without intermission.

The remainder of my district, comprising four counties, with many schools, and the Christmas examination of training schools, will occupy my time incessantly, until the end of March 1850.

With regard to the state of education in these counties generally as evinced by the schools which have come under

my inspection, I do not know that it would be safe to say anything upon it as a whole; for I have found such wide differences existing between various counties, and even districts of the same county, that no general opinion can be formed upon data that will universally hold good. I may be allowed, however, to say thus much, that my previously-formed expectation of finding the state of education better in many places than it was commonly believed to be, has been fully confirmed; though, on the other hand, the disproportion of the means employed to the result obtained has often been to me a subject of agreeable surprise. If there be any general circumstance observable throughout these counties it is the following, which however, I presume, must exist in most other parts of the island, viz., that the state of education in any given district is commonly proportioned to the interest felt in it, and the aid given, by the upper classes of society there resident. Some exceptions exist even to this, and they are worthy subjects of congratulation wherever they occur. I shall have the pleasing task to perform of signalizing them by-and-by to their Lordships' notice.

It would, however, be contrary to the duty which I owe to Her Majesty and to their Lordships, if I did not point out two circumstances which, whether they are exclusively characteristic of my own district or not, have an immediate influence on the state of education in the principality. One might be concealed, from a fear of giving offence to many whose notice it might meet; the other might be suppressed, from an apprehension of causing pain to the modesty of those to whom it referred. They are, however, so intimately connected with the future welfare of the people of the principality, that they cannot avoid obtruding themselves on the attention of whoever studies to promote the educational advancement of his fellow-countrymen. The first is, that the landowners of the counties I have inspected, do not, as a general body of men, contribute that amount of pecuniary support to the local schools, which their property and their interests, if properly understood, would lead the country to expect. There are numerous exceptions to this general fact; but the correctness of the assertion can be proved by a comparison of the local subscriptions, in various parishes of these counties, with the rent-rolls or the income-tax returns of the inhabitants. The other circumstance is, that the clergy, as a body, though with several exceptions to the contrary, do contribute towards the support of schools to an extent, and in a manner, far beyond what the country has any right to demand from gentlemen of such small incomes. The value of ecclesiastical benefices in some of these counties is below the ordinary average of those in other parts of the kingdom; and yet it is hardly exaggerating the state of things to say,

WALES.

General Report on the Schools inspected in part of Wales, comprising the Counties of Brecon, Cardigan, Carmarthen, Glamorgan, Merioneth, Montgomery, Pembroke, and Radnor; in the Year 1849. By Her Majesty's Inspector of Schools, the Rev. H. LONGUEVILLE JONES.

SIR,

I HAVE the honor of forwarding to you, for the information of their Lordships of the Committee of Council on Education, the following Report on the condition of schools, in connexion with the Church of England, in those counties of Wales which have been inspected by me under their Lordships' orders, during that portion of the year 1849, which was comprised between the 1st of February and the 1st of November.

These counties are eight in number, being as follows, viz.:—

Brecon	Merioneth
Cardigan	Montgomery
Carmarthen	Pembroke
Glamorgan	Radnor

and they contain, in the aggregate, 131 schools under inspection, in 47 of which, examinations of pupil-teachers have been conducted, and in 14 of which there are teachers who have received augmentation of salary in consequence of their holding certificates of merit, obtained after examination before Her Majesty's Inspectors.

During the above period I have also held the five following general examinations, viz., two of masters, at Swansea and Welshpool, during the month of April; two of mistresses, at Carmarthen and Ruthin, during the months of September and October; and one of the students in the Training School at Carmarthen, during the month of April. These examinations, with the time subsequently required for revising the papers worked by candidates, occupied eleven weeks. During the remainder of this portion of the year, with the exception of one week's leave of absence, I have carried on my inspection of schools without intermission.

The remainder of my district, comprising four counties, with many schools, and the Christmas examination of training schools, will occupy my time incessantly, until the end of March 1850.

With regard to the state of education in these counties generally as evinced by the schools which have come under

my inspection, I do not know that it would be safe to say anything upon it as a whole; for I have found such wide differences existing between various counties, and even districts of the same county, that no general opinion can be formed upon data that will universally hold good. I may be allowed, however, to say thus much, that my previously-formed expectation of finding the state of education better in many places than it was commonly believed to be, has been fully confirmed; though, on the other hand, the disproportion of the means employed to the result obtained has often been to me a subject of agreeable surprise. If there be any general circumstance observable throughout these counties it is the following, which however, I presume, must exist in most other parts of the island, viz., that the state of education in any given district is commonly proportioned to the interest felt in it, and the aid given, by the upper classes of society there resident. Some exceptions exist even to this, and they are worthy subjects of congratulation wherever they occur. I shall have the pleasing task to perform of signalizing them by-and-by to their Lordships' notice.

It would, however, be contrary to the duty which I owe to Her Majesty and to their Lordships, if I did not point out two circumstances which, whether they are exclusively characteristic of my own district or not, have an immediate influence on the state of education in the principality. One might be concealed, from a fear of giving offence to many whose notice it might meet; the other might be suppressed, from an apprehension of causing pain to the modesty of those to whom it referred. They are, however, so intimately connected with the future welfare of the people of the principality, that they cannot avoid obtruding themselves on the attention of whoever studies to promote the educational advancement of his fellow-countrymen. The first is, that the landowners of the counties I have inspected, do not, as a general body of men, contribute that amount of pecuniary support to the local schools, which their property and their interests, if properly understood, would lead the country to expect. There are numerous exceptions to this general fact; but the correctness of the assertion can be proved by a comparison of the local subscriptions, in various parishes of these counties, with the rent-rolls or the income-tax returns of the inhabitants. The other circumstance is, that the clergy, as a body, though with several exceptions to the contrary, do contribute towards the support of schools to an extent, and in a manner, far beyond what the country has any right to demand from gentlemen of such small incomes. The value of ecclesiastical benefices in some of these counties is below the ordinary average of those in other parts of the kingdom; and yet it is hardly exaggerating the state of things to say,

that in many of the country parishes, the local schools could barely exist, were it not for the pecuniary assistance given by the incumbent clergymen, who, out of revenues of less than 200*l.* per annum, often contribute as much as landowners of ten times the same income. At the same time it is found that the small freeholders are much less accessible to any appeals for the support of schools than are the gentlemen of the same districts; and it is also very commonly the case, that the farmers are inclined to plead poverty and refuse assistance, when their means do not warrant such ill-placed parsimony. It is to be hoped, that this insensibility to some of the dearest and highest interests of the nation, on which the present tranquillity and the future stability of the realm so much depend, will give way to a truer perception of what is the duty of the community in matters of education. There are, indeed, symptoms of a better feeling already springing up: those who are now receiving the benefits of education will, in succeeding years, diffuse a wider perception of its great importance; and it may perhaps be anticipated, that ere another fifty years shall have passed away, there will not be a single child within these counties who shall not be educated in a public or a private school. At the present moment, however, as I observed above, the burthen of public education presses heavily on the clergy of Wales: not on their time nor their persons, because the devotion of these to the instruction of their flocks is one of the first duties of the Christian ministry; but on their purses, which are almost always taxed to an undue extent.

To give an instance of how far this may be carried, but without particularizing names in an invidious manner, I will allude to the case of a parish in one of the wildest, but by no means one of the poorest parts of these counties. It extends nearly fifteen miles in length over hill and dale, and is divided among two or three gentlemen, the heads of some of the oldest and most honourable houses in the principality, as well as a considerable number of small freeholders. There is no dissenting school in the whole parish, because, as the clergyman observes, the ministers of the various denominations could never persuade the farmers of their congregations to part with their money for such a purpose. A small church school does, however, exist in the village that forms the centre of this district, which is supported partly by weekly payments from the children of those, who acknowledge that they can afford to make them, amounting however to only 13*l.* in the course of the year, and principally by the clergyman who, out of his income, which is under 300*l.* per annum, pays 15*l.* yearly for the gratuitous instruction of thirty of the poorer children. Finding this to come rather heavily upon his resources, he made the most strenuous appeals to his neighbours, and also to the

gentlemen and landowners of his parish; and out of *thirty* such applications, he realized a donation of *one pound*. He has assured me that the religious and political feeling of the district is such as may be justly expected to tally with such a state of things. The great proprietors have never resided in the district: there is in fact no gentleman living in it except himself; there is very little communication kept up with any town except the small metropolis of the county, twelve miles distant, and the ignorance and prejudices of the small freeholders and farmers are great almost beyond precedent. The picture of this parish, which indeed is one of the worst cases of the kind I have met with, will suit, with a few alleviations, the features of many others all throughout these counties; and there is hardly a country incumbent anywhere in my district but who, on reading this statement will be ready to back it by corresponding illustrations drawn from his own knowledge.

On the other hand, I can quote more than one instance in which when, in the course of my duties as Her Majesty's Inspector, I had to examine the accounts of a school, and could not avoid remarking the immense disproportion between the sums received and expended, the latter being in an excess of 40*l.* or 50*l.* per annum, out of a total of 70*l.* or 80*l.*, I made the pleasing discovery that this annual deficiency was made up in a private and unostentatious manner by the regular contributions of two or three, and several times of one munificent person. And I am glad of having an opportunity of testifying that in general the more elevated in rank, and the more distinguished for intellectual culture and eminence the gentlemen of a district may be, so, in almost an invariable proportion, the more generous are their contributions to schools and other local public purposes. Nevertheless, the main observation I have made above still holds good, that the gentry and landowners of these counties do not contribute as they should and could; and, in my humble opinion, until the contrary can be proved, the representations which have been often made of the necessity that Her Majesty's Government should make some special grant of public funds for the support of schools in the agricultural districts of Wales have a very narrow basis to rest upon. Until a numerously-signed subscription list can be produced by any parish, I do not see the justice of that parish coming forward and pleading inability to support a school.

In some portions of my district I have found the notion subsisting that education ought to be entirely gratuitous, and that, at all events, it was impossible to extract from the poorer and labouring classes of the community any funds for supporting school expenses: in other and more familiar terms, that the parents of the children were totally unable to pay schoolpence for their education. My own conviction is, that such an

idea is almost always erroneous; and I am further fully persuaded that any given parish throughout my district might maintain an efficient school, without any direct aid from Her Majesty's Government, if the inhabitants would only consent to a proper method of self-assessment and weekly payment. In cases where it was objected that the poverty of the labouring families disqualified them from paying school-pence, a very trifling refutation was required. These objections I have found started in places where wages ranged at 12*s.* a-week with as much pertinacity as in others where they never reached 9*s.*; and the mere fact of numerous parishes where wages do not exceed the last-named sum, taking the year round, having schools in which the weekly pence are paid without difficulty, is a sufficient proof that such ideas have no solid foundation. Except in cases of severe sickness, or some other unforeseen calamity, there is always the possibility of a labouring man paying weekly such a small contribution as one penny, and frequently twopence, for the education of each of his children. To give a practical instance of how such a system of local payment may be made efficacious in a purely agricultural and even a remote district, I am glad to have this opportunity of bringing under their Lordships' notice the plan adopted in the parish of Llanfairynghornwy, in the isle of Anglesey, where it has been found to work well, and has now been for some time in operation. It should be observed, that the incumbent clergyman of that parish possesses courage and experience not to be overcome by slight difficulties, and that, having the interest of his country and his flock most thoroughly at heart, he has never allowed himself to be daunted by obstacles, from which others might have recoiled.

Mode of Paying National and other Schoolmasters in Rural Districts, as adopted by the Rev. James Williams, Llanfairynghornwy, Anglesey.

Parents Assessed to the Poor-Rates at 50*l. and upwards to pay—*

For one child	5*s.* per quarter.
For two children	4*s.* each.
All above two children . .	2*s.* 6*d.* each.

Assessed to 30*l. and under* 50*l.*

For one child	4*s.* per quarter,
For two children	3*s.* each.
All above two children . .	2*s.* each.

Assessed (or Rental) to 10*l., and under* 30*l.—Handicraftsmen and Tradesmen.*

For one child	3*s.* per quarter.
For two children	2*s.* 6*d.* each.
All above two children . .	1*s.* 6*d.* each.

Assessed under 10*l.*

For one child	1*s.* 6*d.* per quarter.
For two children	1*s.* each.
All above two children . .	1*s.* 6*d.* each.

If day-labourers or others under 5*l.*, a further reduction is made according to circumstances.

A day or two before the commencement of each quarter, tickets of admission for the coming quarter, are issued and paid for according to the above scale.

The tickets are all the same, so that the master knows no difference between the highest and the lowest. He gives a check ticket in return to the parent. The parents, having paid before hand, are more careful to send their children to school than if it were left to an indefinite time. The more destitute are supplied with money to buy tickets.

Mr. Williams informs me that, after an experience of nearly two years, he has found no reason to doubt of the effective working of the above scale; and, in proof of it, gives the following table of attendance and payments:—

First Quarter, 1848.				*First Quarter*, 1849.			
		s.	*d.*			*s.*	*d.*
3	children paid each	5	0	2	children paid each	5	0
10	,, ,,	4	0	8	,, ,,	4	0
2	,, ,,	3	0	2	,, ,,	3	0
5	,, ,,	2	6	4	,, ,,	2	6
3	,, ,,	2	0	5	,, ,,	2	0
8	,, ,,	1	6	13	,, ,,	1	6
7	,, ,,	1	3	21	,, ,,	1	0
30	,, ,,	1	0	5	,, ,,	0	9
11	,, ,,	0	6	3	,, ,,	0	6
10	,, ,,	0	0	10	,, ,,	0	0
89				73			

Mr. Williams adds:—"Though there may be some trifling difference between the two quarters, it does not arise from any material change of system: I have never heard an objection raised in the parish."

In the district of Llanfairynghornwy there is nothing to distinguish it from many others in the remoter parts of Wales. Wages are not particularly good, and their amount may be judged of from the subjoined remarks of Mr. Williams:—

As to the average of labourers' wages, I am the only person in this neighbourhood that employs men without feeding them; and my wages are regularly 8*s.* a-week, summer and winter, without house or any perquisite. At the present moment it may be rather a high average, but it is perhaps the fairest available. The farmers' wages are composed of so many elements, that it is scarcely possible to calculate the sum total; there being taken into account sometimes house, food (viz., one, two, or three meals a-day), firing, hay for the cow, the keep of so many sheep, a pew in the dissenting chapel, &c. &c. The actual payment in money does not perhaps exceed 3*s.* or 4*s.* a-week.

It should be understood that Llanfairynghornwy is at some distance from any market town, in a retired corner of the island, and far away from any public thoroughfare. Nevertheless here the system of weekly pence is found perfectly practicable, and the school succeeds; whereas, in other parts of the principality, I have met with parishes, in the immediate vicinity of market towns, in rich agricultural districts, and

on much-frequented roads, where the wages rarely fall below 12*s.* a-week, and yet where the payment of weekly pence is declared an utter impossibility, and the direct aid of Her Majesty's Government is considered almost indispensable. Again, in most of the schools that have fallen under my inspection in the county of Pembroke, where the rate of wages may certainly be called low, and ranges from 7*s.* 6*d.* to 8*s.* per week (the men finding their own food), the payment of weekly pence exists as a matter of course, and is seldom objected to; but in the county of Cardigan, immediately adjoining it to the north, in no way inferior in natural advantages, and where the rate of wages is the same, the payment of weekly pence is firmly believed and asserted to be a burthen too heavy to be borne. In one particular instance of a small town, where wages are rather better than the usual range, it is considered expedient to tempt the parents to send their children to school by giving them annual gratuities of clothing as a reward for regular attendance. These anomalies, however, will doubtless disappear as years roll on; and I am sanguine enough to look forward to the time when the necessity of maintaining efficient schools, and of properly rewarding the teachers, will be admitted, and acted up to, in every parish of the principality.

In the larger towns, and especially in the mining and manufacturing towns of these counties, schools are supported with much less difficulty than in the agricultural districts. In Merthyr Tydfil, in Cardiff, in Swansea, in Pembroke-Dock, for instance, large schools exist as a matter of necessity, and payments are readily obtained, though even there not to the amount which the high rate of wages would justify. To give an instance of the scale of payments found practicable in such places, I will quote that of Swansea, the centre of the copper trade, where the National Schools are based upon the contributions indicated in the subjoined circular:—

Swansea National, Infant, and Sunday Schools, Oxford Street.

Boys' School.—Scale of Weekly Payments.

Reading, writing on slates, and elementary instruction . .	2*d.*
Reading, writing on slates, first four rules of arithmetic, elements of English grammar, and geography	3*d.*
Reading, writing in copy-books, and from dictation, English grammar, history, geography, and higher branches of arithmetic	4*d.*

Girls' School.—Scale of Weekly Payments.

Reading, writing on slates, elementary instruction, and sewing	2*d.*
Reading, ciphering, English grammar, geography, writing in copy-books, sewing, knitting, and marking	3*d.*

Parents are requested to notice that all books, copy-books, slates, pencils, and all materials, are provided for the use of the children without any extra charge. But it is strongly recommended to their parents that boys

who are fitted for the *three* higher classes, and girls in the two higher classes, should purchase a set of books and a satchel, so that they may take them home daily. The cost of this will be 5*s.*; and the managers of the schools agree to pay one-half of this sum: the books to be considered the property of the children.

Infants' School.

Boys and girls under six years of age are received into this school at 2*d.* per week. Every additional child in the same family, 1*d.* per week.

Parents may enter children in these schools every Monday morning. The schools open at nine in the morning, and two in the afternoon; on Sunday at half-past nine in the morning, and half-past two in the afternoon.

In consequence of the great inconvenience and loss of time to the teachers, occasioned by children not bringing their school-money on Monday morning, for the future the rules must be strictly enforced, and children will not be received without their school pence, which is the only security to the teachers that the children have not disposed of it in an improper manner.

A clothing fund is attached to the girls' and also to the infants' school, payments to which are made every Monday afternoon. And the clothes are made up in the school.

An Account of the Income and Expenditure of the Swansea National Schools, from their opening (28th August, 1848), to 31st December, 1849.

Income.	£.	s.	d.	Expenditure.	£.	s.	d.
Special Grant from the National Society for a New School (not renewable) .	50	0	0	Ground-rent and Insurance	37	10	0
Endowment, and dividend on stock invested for the purchase of site, &c. .	66	4	0	Salaries of teachers . .	271	11	2
Annual subscriptions (two years) . . .	182	2	10	Books and materials, including first cost at opening the schools . .	129	15	2
Children's pence . .	251	12	9	H. T. Arnold, Brazier .	6	17	0
Books sold to the children	17	10	4	J. M. Ellery, Painter .	52	0	0
Collections after Annual Sermons, 1849 . .	27	10	0	Benjamin Fitt, Blacksmith	1	17	0
Rent of library room, for upper school, for three months, to Christmas, 1849	5	0	0	Incidental expenses, viz.:— Coals, cleaning, gas, school furniture, printing, casual repairs, &c. .	56	10	6
				Balance of building account transferred . . .	13	1	7
				Balance in treasurer's hands (to pay sundry outstanding accounts, &c.) .	30	17	6
	£599	19	11		£599	19	11

The schools were founded upon this system by the present vicar of Swansea, the Rev. E. B. Squire, and they are rapidly increasing. At Dowlais, in the same county, where schools are established for that wonderful town, created by the iron-works of Sir John Guest and Co., and where the upper boys' school has no parallel in any of the counties that have yet fallen under my inspection, a certain weekly sum (I believe of 4*d.*), is deducted from the wages of each working man, and out of this not only are the schools partly supported, but medical advice, and other charitable aids, are given to each person that requires it. Other owners of iron-works in Glamorgan, and the masters of the great copper-works, such as Mr. Vivian,

M.P. for Swansea, and others, adopt similar systems, and flourishing schools are the ready consequences. With few exceptions it may be said, that the inhabitants of the large towns are alive to the advantages of education, and are willing to contribute towards the support of efficient schools.

Next to the annual support of schools, the most serious consideration for the contributors towards such institutions arises from the cost of the construction and reparation of buildings. I do not know that this difficulty is felt more in the counties under my inspection than in any other, but I have always found it put forward as a matter of the greatest importance. And, indeed, I can well conceive it to be such, when I have found schools erected in some villages at a cost of 500*l.* or 600*l.*, and others built in other localities, accommodating the same number of children, and working just as efficiently, where the cost has not been more than a *quarter* of the same sum. In school building, as in church building, and, perhaps, in all public building, estimates vary so much, and the architectural effect produced, as well as the positive accommodation afforded, is so different for the same sum of money, that those who subscribe for the erection of such edifices may well be staggered in their faith, and in their good intentions. In nine cases out of ten, the gentry and clergy of country districts are altogether unacquainted with the principles of architectural construction, and unable beforehand to determine from an architect's drawings what the real effect of a building will be, when erected according to the designs sent in. They put implicit faith in the architect whom they employ. This architect is very often no other than a country builder; a highly ornamental and even pretty design is furnished; the estimate is a tolerably round one; the building, when erected, requires a good many "extras;" the effect produced is after all anything but æsthetically good; glaring faults are often discovered; and the subscribers repent ever having signed their names. In one instance I have found chimneys so small that they could not be swept; in another the builder had quite forgotten to make any of the windows throughout the whole building to open; in another all drains had been overlooked; and in most the skill of the architect had been exercised on the outside rather than on the inside. It becomes therefore a question of importance to know how schools should be really erected; and, in the absence of any better recommendations, I would put forward the following, based, as I conceive them to be, on the common-sense ground of utility and durability. *First*—a school-building committee, having ascertained the probable number of children required to be accommodated, should call in the aid of some one *practically* acquainted with teaching and managing a school, for the devising and drawing up of the ground-plan of the proposed

edifice. *Secondly*—having determined upon their ground-plan, in the outline alone, they should then employ the skill of some eminent architect to prepare elevations and sections, proportioned to the sum of money they have to lay out. Any architect, who stands high in his profession, will be able to modify his designs so as to tally with the funds provided for the purpose, and he will further control the builder in the erection, and cause the expenditure to square with the money raised for the purpose. Now, the very opposite of this is generally the method adopted by school-building committees; they merely furnish the architect with the size and shape of the ground, and the number of children to be accommodated, leaving all the rest to his decision; they also commonly call in some local builder or joiner, on the supposed score of cheapness, and they obtain designs, whereof the elevations have been drawn or imagined before the ground-plan was laid down, and in which the builder has chosen to use the external appearance of the edifice, rather than the internal appropriateness and comfort, as a means of advertising his own skill in such and such a style of architecture. I know of one instance where the exterior design of a new school, in an important town, is of an excellent character, but the interior of a rather ordinary description; and where, if 600*l.* had been taken off the estimate of 1,500*l.*, an equally *effective* building, because one of greater simplicity and boldness of outline, might have been erected, the same number of children better accommodated, and this sum of 600*l.* (contributed I believe by one munificent individual in order to secure a handsome building), might have gone to form a perpetual foundation fund, or a fund for repair, of nearly 20*l.* per annum.

Two of the most efficient village schools in the eight counties which I have inspected, very plain in design, or rather perfectly so, yet well suited for this purpose, accommodating 80 children and 70 children respectively, have been erected, and fitted with all requisite furniture, for the sum of 130*l.* in the first case, and for about 150*l.* in the second. The details of the first case will be found below; they comprise a master's house; but I have seen the building accounts, and can hold them up as admirable patterns of what can be effected in peculiarly poor and little-visited districts, by dint of good sense and perseverance.

Before quitting the subject of school buildings as applicable to the counties under my inspection, I would suggest that, if possible, *eight* square feet, instead of *six*, should be allowed for each child, both on account of ventilation and more commodious arrangement. Windows with each light made to open, constructed in all cases with stone dressings and monials, ranged at least on two sides of the room; fire-places and no stoves; stout doors and ample porches over them—such are the

requirements for schools adapted to the climate of Wales. Wherever practicable, I would venture to recommend roofs open to the rafters: nevertheless, the two best-ventilated schools I have visited had flat ceilings; but then their cubical capacity was properly attended to.

In nearly all cases I would recommend that, instead of black-boards standing on easels, portions of the walls be painted black, at a proper height from the ground, not only on the score of economy in the first outlay, but also for the sake of avoiding noise and the trouble of removal. I have made use of such a contrivance for many years, having first observed it to be adopted with great advantage in the large and admirable schools connected with the Mechanics Institution in Liverpool.

I may appropriately introduce into this part of my Report some account of the parochial school of Rhydberth in the county of Pembroke, not only because, as has been mentioned above, it is one of the most efficient of the country schools that have come under my notice, but also because it shows what may be done with very small resources. The village is one of the smallest and poorest in that county, situated on the high road from Carmarthen to Pembroke, at about 8 miles from the latter town, and 10 miles from Tenby. The population of the parish is only 121, and it is a thoroughly agricultural district. The clergyman does not reside in the parish, and there are not many gentlemen living in the neighbourhood. The rent of land varies from 15*s.* to 20*s.* an acre, and the rate of wages for an able-bodied labourer from 7*s.* 6*d.* to 8*s.* per week, finding his own food. Coal is found in the adjoining parish, and is rather cheap; and the dwellings of the labourers, though by no means as good as they might be, are nevertheless better than in many other parts of the same county. A benevolent lady, of small independent income, daughter of the rector of an adjoining parish, now deceased, came to reside in Rhydberth some years since; and being much attached to the place, and observing the intellectual wants of the inhabitants, not only procured the church to be rebuilt, but also caused a school to be erected, with a master's house adjoining. As the funds raised would not admit of a mistress being paid as well as a master, Miss Thomas (that is the lady's name), determined to assist in the school herself; and she has since devoted the whole of her time and resources to this laudable object. To use her own words, she has adopted all the children of the parish as her own, and has given herself up entirely to promoting the welfare of the district. This school has been already well reported of by Mr. Lingen to their Lordships; and the result of my late inspection of it has been to show, that it is one of the best-conducted and hardest-working schools in the counties I have visited. I do not know of any

where more pains are taken with the children, nor where the education, though limited, is more solidly grounded in the children's minds. There are in it two pupil-teachers, a young man and woman, now at the end of their first year of apprenticeship, and a third has been examined as a candidate for admission to that office. The children all pay weekly pence; the number of them habitually attending it is 81, and I found present, on entering it, 33 boys and 41 girls; but the names on the books are 92, coming in the following proportions from various parishes (for it is known all throughout the county, and is justly looked upon as a rare instance of success), viz., Rhydberth 36, Williamston 31, Jeffreyston 7, St. Florence 8, Carew 6, Gumfreston 4; *and on the day of my inspection, there was not a single child in the parish of Rhydberth (except infants in arms) that was not present in one of the classes in this school.* The school-room is built close to the church, and is a perfectly plain edifice, in the cottage fashion: it is certainly not large enough for the number of children required to be accommodated; but it is clean, comfortable, dry, and as well ventilated as circumstances will admit. A class-room is at the western end, and a small residence for the master at the other. I subjoin the following letter which I have received from Miss Thomas descriptive of this school.

(Copy.)

My dear Sir, *Rhydberth*, 14 *November* 1849.

I feel too much gratified by your approval of my school, not to give you any information you may wish for most willingly. In the total dearth of all local support or sympathy, your approbation, and that of some other kind lovers of schools at a distance, comes to me like water to a thirsty land.

This school-house was built in the year 1842, and opened in the September of that year. The items of expenditure are as follows:—

	£.	s.	d.
Timber and carpenters' work	28	0	5
Masons' work	7	7	4
Stone and lime	16	13	4
Grates and smith's work	1	1	4
Slates	5	6	6
Labourers, &c.	6	18	8
Forms and desks	3	6	4
	£ 68	13	11

Length inside, 30 feet; breadth, 16 feet; height to eaves, 11 feet; lobby and coat-room, now a class-room, 14 by 8 feet, 9 feet high to eaves; no ceiling; floor of Lampeter lime and engine cinders, as hard as marble, and much warmer. I this year made a class-room of the coat-room and lobby, which cost 4*l.* 18*s.* 9*d.* The master's house was built at the end of 1847, in a very dear time as to labour, and it cost 56*l.* 6*s.* 6*d.*, consisting of two sitting-rooms down stairs, 8×12 and 10×12, and one bed-room 8×12, the confined room compensated for in every practicable way by the fitting up, &c., and the back premises. The master himself built the most part of a shed, which serves the double purpose of a stable and workshop for his

requirements for schools adapted to the climate of Wales. Wherever practicable, I would venture to recommend roofs open to the rafters: nevertheless, the two best-ventilated schools I have visited had flat ceilings; but then their cubical capacity was properly attended to.

In nearly all cases I would recommend that, instead of black-boards standing on easels, portions of the walls be painted black, at a proper height from the ground, not only on the score of economy in the first outlay, but also for the sake of avoiding noise and the trouble of removal. I have made use of such a contrivance for many years, having first observed it to be adopted with great advantage in the large and admirable schools connected with the Mechanics Institution in Liverpool.

I may appropriately introduce into this part of my Report some account of the parochial school of Rhydberth in the county of Pembroke, not only because, as has been mentioned above, it is one of the most efficient of the country schools that have come under my notice, but also because it shows what may be done with very small resources. The village is one of the smallest and poorest in that county, situated on the high road from Carmarthen to Pembroke, at about 8 miles from the latter town, and 10 miles from Tenby. The population of the parish is only 121, and it is a thoroughly agricultural district. The clergyman does not reside in the parish, and there are not many gentlemen living in the neighbourhood. The rent of land varies from 15*s.* to 20*s.* an acre, and the rate of wages for an able-bodied labourer from 7*s.* 6*d.* to 8*s.* per week, finding his own food. Coal is found in the adjoining parish, and is rather cheap; and the dwellings of the labourers, though by no means as good as they might be, are nevertheless better than in many other parts of the same county. A benevolent lady, of small independent income, daughter of the rector of an adjoining parish, now deceased, came to reside in Rhydberth some years since; and being much attached to the place, and observing the intellectual wants of the inhabitants, not only procured the church to be rebuilt, but also caused a school to be erected, with a master's house adjoining. As the funds raised would not admit of a mistress being paid as well as a master, Miss Thomas (that is the lady's name), determined to assist in the school herself; and she has since devoted the whole of her time and resources to this laudable object. To use her own words, she has adopted all the children of the parish as her own, and has given herself up entirely to promoting the welfare of the district. This school has been already well reported of by Mr. Lingen to their Lordships; and the result of my late inspection of it has been to show, that it is one of the best-conducted and hardest-working schools in the counties I have visited. I do not know of any

where more pains are taken with the children, nor where the education, though limited, is more solidly grounded in the children's minds. There are in it two pupil-teachers, a young man and woman, now at the end of their first year of apprenticeship, and a third has been examined as a candidate for admission to that office. The children all pay weekly pence; the number of them habitually attending it is 81, and I found present, on entering it, 33 boys and 41 girls; but the names on the books are 92, coming in the following proportions from various parishes (for it is known all throughout the county, and is justly looked upon as a rare instance of success), viz., Rhydberth 36, Williamston 31, Jeffreyston 7, St. Florence 8, Carew 6, Gumfreston 4; *and on the day of my inspection, there was not a single child in the parish of Rhydberth (except infants in arms) that was not present in one of the classes in this school.* The school-room is built close to the church, and is a perfectly plain edifice, in the cottage fashion: it is certainly not large enough for the number of children required to be accommodated; but it is clean, comfortable, dry, and as well ventilated as circumstances will admit. A class-room is at the western end, and a small residence for the master at the other. I subjoin the following letter which I have received from Miss Thomas descriptive of this school.

(Copy.)

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carpenter work; he makes and mends the school furniture, to which additions have been made since we set out, as I could get funds for such purposes, and we make yearly advances in respectability of appearance. In all matters I have crept on slowly without local support, and having literally no funds on which I can depend but 5*l.* from Betton's charity. Should any one wish to set about a school having no funds to commence with, I should be most happy to give them any information; but let them not undertake such a work, unless their zeal amounts to a readiness to take trouble and make personal sacrifices; with a hearty determination not to be overcome by difficulties, nor discouraged by adverse occurrences. Supported by a consciousness that the work will be prospered eventually by One who knows the end from the beginning, no one need fear the success of such an undertaking as I have found so much pleasure in, for no one can ever begin more feebly, nor apparently under more discouraging circumstances. Our great deficiency is in pastoral teaching: the frequent and regular visits of a clergyman would be a blessing to us all.

I should like you to see our school at the present time: the winter children have come in and are full of glee, learning with all their might. You would not have to complain of want of animation in the teachers now; they are at it most indefatigably all day long. The master's health is still very bad, but his spirits rise with those of the children, and he is most active among them: we are quite as full as we can cram.

I remain, my dear Sir, &c.,
(Signed) A. P. Thomas.

This letter speaks for itself; and I would venture to hold it out as an encouraging example to many parishes in these counties, where the erection of a school is now thought to be an impossibility.

There are two charities in operation in Wales, and producing good results, though in one case by no means proportioned to what a different distribution of the funds would most probably cause: they are commonly known by the names of Betton's and Bevan's Charities. Under the former, annual grants are made to schools, in aid of local collections, or other funds, the sums varying from 5*l.* to 10*l.*, according to circumstances; and I can speak from actual knowledge as to the great assistance which this charity is found to afford. Under the latter, the aid of a master, entirely supported by the charity, is granted to a parish for the term of three years, renewable if the trustees think fit. This arrangement, which has procured for such schools the name of circulating ones, may have been productive of good when first established, and when the number of schools in the whole principality was comparatively small; but at present I am inclined to think that it falls short of the effect intended, for the two following reasons:—First of all, it tends to encourage the system of purely gratuitous education, which in a country constituted as ours is, and in that peculiar phase of civilization and national existence in which we now find ourselves, is productive of harm instead of good. Secondly, it is not suited to the developement of national energy, that individuals should be taught to rely on public aid without any efforts of their own;

and the intervention of the State seems to be then most beneficially applied when it comes in aid, without superseding the necessity, of private exertion. In most places this system of supplying a master gratuitously for a few years, and then suddenly withdrawing the aid, leaves the parish, to which it is applied, in a very unfavourable position;—for, though education has been diffused in it to a certain extent, yet the parishioners have been weaned by it from all ideas of preparing for the future support of the school, and then the adoption of a system of voluntary payments becomes a work of comparative difficulty. I have met with several complaints based upon these very grounds; and I can only express my conviction that if the distribution of Madame Bevan's noble bequest could be assimilated to that of the Betton fund, much more permanent good would be produced. It amounts I believe, to nearly 900*l.* per annum; and this, divided into grants of 5*l.* and 10*l.*, might be made to apply to 100 or 150 schools; whereas it is now divided into grants of 30*l.* per annum, and is extended over only 30 schools.

Besides these charities, there are funds granted by societies in the dioceses of St. David's and Llandaff, which are producing much good; and similar societies are coming into operation in the two northern dioceses.

The money granted by the National Society towards the support of the Training School at Carmarthen, and the munificent aid afforded by their Lordships of the Committee of Council in the form of Exhibitions, as well as the generous donations of various benefactors, cannot but be ultimately of the most direct value to the principality, inasmuch as one of the principal requisites of all education, a supply of properly-trained masters, is thereby ensured to the whole of Wales.

Having said thus much upon the ways and means of education in Wales, or, at least, in those counties which are comprised in the present Report, I turn to that part of the subject which concerns the education itself. And herein I find that the large towns and the more densely-peopled parts of the country take the lead of the agricultural and more remote districts, not only in secular but also in religious knowledge. The pupils of the large schools are much better informed, with regard to their Bibles and their catechetical works, than are those of the country districts: their secular knowledge, which is much in advance beyond that conveyed in country schools, comes in aid of their religious knowledge; their reasoning and their imaginative powers are alike more fully developed; they understand what they read better than those children do, who are confined to the limited education given in rural districts: and, as far as the examination of a stranger can ascertain the fact, they seem to be not in the least less religiously disposed

in the frame of their minds, than children removed from the busier walks of life. The actual condition of their minds can only be ascertained with correctness by the clergymen of these respective classes of schools; I speak in this place merely from that outward knowledge, which as an Inspector I have been able to discover. The clergy of all the large towns of my district are most energetic in the discharge of their sacred duties: they are constant in their supervision of the schools; they are aided often by able committees; their teachers are mostly persons of good qualifications; and we are therefore justified in looking for some corresponding results. As far as the general religious knowledge of the children in the schools, both urban and rural, is concerned, I consider that they are in a satisfactory condition; and in some instances I have met with remarkable demonstrations both of reading, and of talent in appreciating what had been read.

In the general elements of secular knowledge the country schools of these counties are not so far advanced as could be desired. This arises partly from the supposed want of means to purchase books, and partly from the circumstance of few educational books of this kind being as yet translated into the Welsh language. The former cause will, I am persuaded, cease to be alleged according as the people come to perceive that they are well able to provide the means of their own education. The latter involves the consideration of a subject which, in some respects, may be called a thorny one.

In all the schools of these counties which have come under my inspection, I find the secular education of the children carried on exclusively in the English language, while the religious education given in the Sunday-schools is, in those parts where Welsh is commonly spoken, generally conveyed in the language of our country. I should also observe, that I have commonly found the teachers accustomed to give explanations and to put questions in Welsh whenever necessary; and I have further found the children much more capable of translating from English into Welsh than I had previously expected. On the other hand, the translating from Welsh into English, as might be readily imagined, is not so easy to the children as is the opposite process. I think, however, it is no unreasonable assertion to make, that, within half a century from the present time, there will not be a single individual in the principality, born within that period, who will not be able to read and speak the English language (as well as his own) with perfect facility. And I should consider such a result one of the greatest value to the whole nation; for, believing as I do, that it is perfectly practicable for a people to become bilingual, I look upon everything that tends to harmonize and bind together the different races, of which our mighty empire is composed, as con-

ducing essentially to the promotion of the common weal. We may look forward to the study of the Welsh language being pursued upon more scientific and more general grounds than has hitherto been the case; but we must also expect that the English tongue will penetrate to every fireside amongst the Cambrian mountains; and that, though ours may be reserved for domestic and religious use, the other will be adopted for all purposes of business, and for the acquiring that vast fund of knowledge which it is a physical, not less than a metaphysical, impossibility to translate, as a body of literature, into the Welsh language. I have everywhere found in these counties an earnest desire to become well acquainted with English, without yielding in one iota of respect and affection for the mother-tongue of our beloved country. And I feel confident that the mass of the people will not join in any mischievous agitation for making the distinction of language an engine of political hostility between the Cymro and the Saxon, nor for getting up on a small scale a repeal of the union and a reversal of the Norman conquest. The more intimately the two nations are blended together, the more rapidly they tend to imitate the good example of each other—the more strenuously they rivalize in their efforts to promote the common welfare and dignity of the empire—the better will it be for the public and private happiness of one and all, whether among the mountains of Wales or upon the plains of England. I have found little or no jealousy, on the score of language, existing in the schools which I have inspected. I have found some English teachers learning Welsh, and the children of English parents acquiring the language thoroughly. I have also found Welsh children picking up a good knowledge of English in an exceedingly short period, and the Welsh teachers of many schools displaying, when under examination, a thorough grammatical acquaintance with the English tongue. Of the possibility, and, indeed, of the probability, of the two languages existing and flourishing concurrently in the principality, I must repeat that I entertain little doubt.

I have almost always found the children in the schools of these counties showing considerable aptitude for the acquisition of arithmetical knowledge, and in some schools the powers of calculation developed in the pupils have been very remarkable. The study of geography also seems to come quite home to the children; they all follow it up with alacrity, and, if I mistake not, it is the easiest and most agreeable lesson which the masters have to teach. In history the progress of the scholars is not so notable, and principally for the reason that hitherto the historical books put into the hands of young people have been of the most meagre and unmeaning description. A really good and scientific collection of historical works for

schools is still one of the most serious desiderata in the cycle of elementary books; but I see no chance of its being adequately supplied until some master-mind shall condescend to undertake the laborious task to write history over again, to select that which is really useful and instructive to the youthful mind, and to express it in plain language sure to be understood. I have found the small History of England, lately written by Miss Corner, being a kind of selection from her larger school-book, the most eligible for young children, and the most nearly approaching to a sensible account of the subject, which I have yet observed. I do not despair of seeing a similar sketch of universal history, ancient and modern, compiled for the use of elementary schools, and so compiled as to be really readable and intelligible.

In a large proportion of the schools inspected by me, I have found the girls unduly kept back in their instruction, by the circumstance of the whole of their afternoon being devoted to sewing, whereas the boys have their general lessons continued during both divisions of the school day. It is, of course, very important, and a great boon to the families of the girls, that they should be well taught how to perform what is of almost hourly use in the life of a female; but perhaps this object might be attained, without so considerable a portion of time during school hours being set apart for that purpose.

It has been urged upon my notice by several ladies in various parts of these counties, whose opinions and suggestions are entitled to the highest respect, that some provision should be made in all parochial schools for teaching young girls the first principles of household work, and thus for forming them first into good domestic servants, and then into useful wives of young men in their own station of life. For myself, I coincide fully with these opinions; but the principal difficulty in carrying them into effect appears to lie in the finding a proper house or houses where such instruction can be conveyed; and as the residence of the schoolmaster or schoolmistress would very seldom offer such opportunities, I see no way of meeting the difficulty unless some plan can be devised for admitting the more promising of the elder girls in a school, as a reward for good conduct, into the houses of the gentry and the more respectable farmers, something in the light of apprentices, or, at all events, so far connected with the resident servants as to accompany them in the performance of their several duties.

The corresponding problem of agricultural instruction, combined with school education, is now going on in one school within my district, at the expense, and under the direction of, the Earl of Cawdor, and its success is such as to encourage perseverance in the experiment. The main difficulty attendant upon this consists in the finding a teacher, who can combine

the somewhat discordant qualifications of a farmer and a schoolmaster. The Training College at Carmarthen is, however, now rapidly forming this precise class of teachers; and, within a few years' time, it may become much more practicable to establish agricultural schools in Wales than it is at present.

In a few cases amongst these schools I have met with some lingering traces of the old system of bodily punishment; but, in general, I have found the teachers able to maintain discipline by milder methods, and an excellent feeling seemed to prevail between the masters and mistresses and their pupils.

With hardly any exceptions, I have observed the actual tone and condition of the schools to depend most intimately upon the vigour and constancy, with which the parochial clergyman exercised his duties of inspection and superintendence. With the best teachers, and with all outward means supplied in abundance, a parochial school can hardly be expected to flourish, unless constantly watched over by the only gentleman in the parish, who may be expected to have sufficient leisure and practical skill to accomplish this duty.

I now proceed to make a few observations upon the general character of education, as I find it established in the schools of each of these counties separately.

Brecon.

Out of the eleven schools within this county, which have come under my inspection, the best boys' school is the National school at Hay. Here the instruction is fairly advanced, the discipline is good, and the general character of the school satisfactory.

The best girls' school is that of Pendre, in the county town of Brecon. This has been since amalgamated with another from the suburb of Llanfaes, and will no doubt be improved by this circumstance; but, as it was at the time of my visit, I found it, though not so far advanced in instruction as I could have wished, yet conducted with so much propriety, and with such an evident tone of truly feminine delicacy and gentleness pervading it, that my inspection caused me highly agreeable feelings.

It is much to be desired that schools may be established, and supported, especially in the more hilly portions of this county, without the necessity, as in the case of Merthyr Cynog, of the school being held inside the church for six months of the year in one village, and for the other six months in that of another village three miles distant, though both forming part of the same parish.

CARDIGAN.

The most important schools in this county, that have come under my notice, are the National schools in the county town of Cardigan. They have been lately erected at considerable expense, are presided over by efficient teachers, are well attended, and will doubtless become model institutions for that part of the county.

Schools seem to abound along the Teifi side, one of the most prosperous and beautiful districts in South Wales, where the gentry and clergy are all resident: the country is kept warm by their kindness and hospitality; and tenants and labourers are well cared for and looked after. In this happy portion of the land, the parochial school of Llandygwydd may be taken as a model of what can be effected by the rare combination of unstinted liberality on the part of the resident gentry, watchfulness on the part of the clergyman, and fair qualifications on the part of the master. There are several other schools in the same neighbourhood conducted in a similar manner.

At the opposite end of the same county, I have met with two schools, large in size and well found in all requisites, which have owed their existence almost entirely to the generosity of two ladies living at Aberystwyth, and in no way connected with the district, further than as having chosen it for their place of residence. The schools of Pen-y-Parciau and Borth are noble instances of what individual and unsolicited charity can effect, even for a district where it is but too little appreciated and imitated.

In the remote village of Llangranog, in this county, I found the best of Madame Bevan's schools within my circuit of inspection. Here the master had adopted the sensible plan of making the children acquainted, from their first entrance into the school, with the equivalents of the words in each language, so that they acquired both grammatically, and with very moderate labour. As a proof of this, he called over the upper class in my presence, and on giving them a tolerably complicated sentence in English, by word of mouth, the children immediately repeated it in Welsh; while, on giving them a similar sentence in Welsh, they at once gave it back to him in English. This worthy man had also brought the children fairly forward in other branches of knowledge, and the school was, as I have already had the honour of reporting it, in a satisfactory condition; but within a few days from the date of my visit, the master was to be removed, by the circulating system of Madame Bevan's Charity: no provision had been made in the parish for keeping up a school by means of local contributions; and the apparent probability was that it would be permanently closed. Had not the parochial clergyman been

endowed with rare perseverance and zeal in his sacred calling, I do not see how this unfortunate result could have been prevented.

I have reason to believe that a large portion of this county is very badly provided with schools, especially in the more inland parts.

Carmarthen.

The model schools in the town of Carmarthen will be the most important schools under inspection in this county when they are in full operation; but at present, only the boys' school has been opened, and that, too, subsequently to the period of my official visit, so that it does not appear in my tabular Report. The largest schools I had occasion to visit were the National Schools at Llandovery, where, though the general condition of these institutions was not quite equal to what I had expected from the well-known energy and talent of the authorities and inhabitants, I found the upper class of boys both intelligent and well-grounded in their knowledge.

Many schools of this county are in, what may be termed, a transition state, and will most probably become effective ones in course of time; but, on the whole, the general condition of the schools did not appear to me to correspond with the great wealth and prosperity of what is one of the most important counties in the principality.

At Mydrim, in this county, I had the pleasure of meeting with a simple village school in very humble circumstances, but conducted with so much good feeling and good sense on the part of the master, that the limited extent of the instruction conveyed was, I am inclined to think, amply made up by the good tone of moral and religious feeling induced within its walls. The village and the surrounding parish form, indeed, a peculiar region of agricultural happiness, containing a clean, industrious, and orderly population, in the midst of productive land, well tilled, and in the neighbourhood of a good market.

Glamorgan.

This county, which, for its mineral and agricultural wealth as well as for its social importance, takes precedence of all the counties of Wales, is equally advanced beyond them in point of education. The great number of resident gentry of ancient and noble lineage, the vast wealth of the various members of the mining companies, the personal character of the clergy, and the general activity and intelligence of the inhabitants—all contribute to this result.

The upper boys' school at Dowlais, instituted and supported

by Sir John Guest, is far in advance of any school that has come under my notice within my district. The tone and extent of education there given is much higher than in schools of agricultural districts: it is intended to form those acute engineers and miners, upon a proper supply of whom the prosperity of the great iron-works at Dowlais so much depends; and, as no expense is spared, the object is readily attained. I can only refer to my tabulated Report for an account of the subjects taught in it; and I can promise a highly intellectual treat to any lover of education, who may be admitted to witness this school in full operation.

The other schools in Dowlais are kept up in a similar spirit; and that for girls, especially, is indebted for its efficiency in no small degree to the constant personal superintendence of the Lady Charlotte Guest. The teachers are all of good proficiency, and there is an ample supply of all kinds of materials. Did but the buildings correspond to the great work carried on within them, these schools might prove the envy of any town.

At Merthyr Tydfil there are four National schools, all in activity: at Aberdare there are two, active indeed, but crippled in their promised development by the sudden decease of the late lamented Marquis of Bute. Along the valley of the Taff, other schools either exist, or are springing up, and the whole region is pregnant with mental as well as mineral wealth. But, independently of this more usual provision for the instruction of the labouring classes, there is an admirable system at work in this district, which demands especial notice. The staple trade and occupation of the country is that of the iron-works, whether in the mining or in the smelting departments. The population lead most laborious and painful lives: many of them pass the greater part of their time within the bowels of the earth, and to all of them is there very little opportunity afforded, from the nature of their occupations, of mixing with those by whose intercourse they might be improved, still less of attaining to any of the intellectual enjoyments of life. The peculiar moral condition, in which this large population of more than 50,000 persons is placed, has called for more than ordinary talents and exertions on the part of the resident clergy; and it is a subject of real congratulation to the whole district, that this necessity has been fully met. The incumbent ministers of Merthyr Tydfil, Dowlais, and Aberdare, three gentlemen of rare courage and zeal, combined with high professional talent, and great warmth of religious feeling, after providing as amply as they could (though by no means adequately, from the sheer want of funds and of men) for the spiritual requirements of their parishes, have opened evening schools for those of the adult and adolescent among the people, who may wish to make up for deficiencies in education incurred while young, and who

may have no other method whatever of informing and improving themselves. The inhabitants of these towns have nobly seconded the efforts of the clergy, and a large corps of volunteer teachers, chosen from among the gentry and the tradespeople of these places, perform the gratuitous functions of teachers, by monthly and weekly rotation, in these evening schools. The mining and manufacturing people have availed themselves willingly of the advantages thus held out to them; and these schools, which are open every evening, present the gratifying spectacle of old and young sitting together on the same benches, forming one and the same class, and receiving with the greatest attention and order the instruction communicated to them by those, whom Providence has blessed with greater means and opportunities of doing good. The men and boys, and the young women from the works, dress themselves for the evening schools in their better clothes, come with clean hands and faces, as if to a feast, and, when within the school walls, work with a steadiness and diligence that soon produces its own reward. The effect of this system upon the morals of these towns, public and private, I am assured, is already distinctly to be marked, and they cannot but be considered as some of the most powerful engines that could have been constructed for humanizing, and, I may add, for Christianizing these hitherto rude and untameable populations. The clergy are always present in these evening schools.

At Aberdare the active co-operation of the gentry and the inhabitants is much wanted in aiding the incumbent to erect suitable buildings for school purposes. The population is rapidly on the increase, and the present means of accommodation are insufficient for the actual wants of the town. The school is well conducted, and the example, which a large institution of this kind might set to the surrounding country, would be of great service in promoting the welfare of the district. Had the Marquis of Bute lived, ample buildings would by this time have been erected: but, as things now are, the intervention of some generous and wealthy personages, or a general subscription on the part of the inhabitants, is necessary for the proper maintenance of parochial schools in that town.

Throughout this part of the county the cholera was raging at the time of my visit; the schools were thinly attended, and I did not see them under the most advantageous circumstances.

In Cardiff, which, as the outport to the great mineral district of the Taff Vale, is rapidly growing into a large town, there are excellent schools in the parochial district of St. Mary's, and, during the last summer, a meeting of the Glamorgan schoolmasters was appointed to be held in them for the purpose of receiving instruction from one of the National Society's

organizing masters. The cholera, however, thwarted this porject, and the meeting was adjourned to Abergavenny.

There are several good schools in the southern portion of Glamorgan, especially at Bridgend, St. Bride's Major, Newton Nottage, and Penmark; and, on the whole, the condition of parochial education may be here considered as satisfactory.

In Swansea, which is the most important town in Wales, and is the centre of one of the staple trades of the realm—distinguished moreover, as it is, by the singular intelligence and urbanity of its inhabitants—it might be anticipated that the schools for the working classes would not be neglected. This expectation is verified: for not only are there large and flourishing National schools established by the present Vicar, but there is also a girls' school of old foundation, well conducted, and numerously attended, besides others; and in the vicinity there are three large schools, erected by Mr. Vivian, for the use of his work-people, which rival in size those of Sir John Guest at Dowlais. Indeed, throughout Swansea and the adjacent country, there prevails a remarkable spirit of intelligence and of civilization, and in this respect, the western portion of Glamorgan answers honourably to the eastern.

Notwithstanding this, much more might be effected, considering the concentration of money and of genius in this county, than actually is the case. The clergy are here heavily taxed, in comparison with the laity, for the support of education; and yet the wealth of the latter renders them capable of standing a much heavier run upon their purses, than has been hitherto got up in the cause of school-building and school-maintaining.

I ought to add to the above account, that neither Sir John Guest nor Mr. Vivian have ever applied for any aid from Her Majesty's Government in the support of their schools. Nor are they the only gentlemen in Glamorgan who contribute largely from their own fortunes to so good an object. There are several other schools in this county supported in an efficient manner, entirely at the expense of gentlemen, who are actuated by a sense of the duty they owe to their country and to themselves.

Merioneth.

The National school of Dolgellau, the county town, is the most worthy of notice of any in this district. It is in an efficient condition, under a good master, in a commodious building, and in a situation unrivalled by any other in Wales.

I also found at Llanfawr, near Bala, a plain village school in good order, and producing good results. The master was a man of strong common sense and tolerable information,—qualifications that go a long way towards forming a fit teacher.

It is much to be regretted that a flaw in the title to some land, and an original fault in the choice of situation, should have deprived the important town of Bala of the advantage of a good Church school; but it is to be hoped that the measures, now contemplated for remedying this evil, will be crowned with success.

There is a lack of good schools throughout this county; and though the clergy are exerting themselves to supply this deficiency, their efforts must be aided by the gentry and landowners, if they are to effect what is proposed.

Montgomery.

In this county, the principal towns, Newtown, Llanidloes, Welshpool, Machynlleth and Llanfyllin, are all supplied with good schools under Government inspection; and in several of the country parishes similar institutions of a fair character are well supported. It is in fact a prosperous part of Wales, with a happy admixture of manufacturing industry and agricultural skill: there is a good body of resident gentry, liberally disposed to promote education; and the clergy are well seconded in their endeavours to instruct the people. I have been particularly pleased with the cheerful spirit that animates the schools named above, and I anticipate within a few years, finding them far more effective than their original supporters ever contemplated.

There is one feature almost peculiar to this county, in the existence of several valuable endowments attached to parish schools. A sum of money bestowed in this way gives a character of permanence and independence to a school, which it is difficult by other means to attain: and if the charitably disposed were to reflect, more commonly than they do, upon the wide-extended good which money bequeathed for educational purposes is likely to effect, I am persuaded that testamentary donations to schools would be of much more frequent occurrence.

The schools lie on the skirts of this county, as the large towns do, rather than in the interior. It should be to the education of the smaller and more remote villages of this highly beautiful district, that the attention of its gentry should be in future principally directed.

Pembroke.

This county, though equal neither in extent, nor in population, nor in wealth to Glamorgan, may yet stand a fair comparison with it in point of intelligence and of educational progress. I have met with many excellent schools in it, and they are supported with no less zeal and liberality than in the other

extremity of South Wales. The centre of life and activity in Pembrokeshire is Her Majesty's Dockyard, near Pembroke; and here there are two first-rate schools, under the special superintendence of the naval authorities, which stand in point of excellence next after the schools of Sir John Guest at Dowlais. I found no less than *eleven* pupil-teachers in these two schools, and the whole institution was carried on with a spirit of regularity and smartness, that told unerringly of the quarter from whence the main impulse and the controlling guidance came. In fact, some or other of the superior officers of Her Majesty's Dockyard are constant in their visits to these schools: the children mostly belong to the artizans employed on the naval works: the most promising of the boys are commonly elected into the School of Naval Apprentices; and it may be readily conceived that the whole character of the instruction given, as well as of the discipline observed, is very high. My visit of inspection to these schools caused me the greatest satisfaction.

At Warren, in this county, is the Agricultural School, established by the Earl of Cawdor; and this place is well worthy of a visit from those who are interested in the working of such schools. Whenever a proper master shall be found, the success of this school will fully justify the liberality of the noble founder.

The same nobleman maintains a good school at Stackpole for the use of the inhabitants; and this institution enjoys the honour and the advantage of being continually visited and superintended by the Countess of Cawdor, and other members of his Lordship's family.

Model schools have just been erected at Haverfordwest, by aid of a grant from their Lordships of the Committee of Council; and it is to be expected, from the importance of the town and district where they are situated, that they will attain an honourable rank amongst similar institutions.

At Burton, Uzmaston, and Narberth, the schools under Government inspection are in a satisfactory condition; much aided in their maintenance by the generosity of the resident gentry: while at Rhydberth, in this part of the county, is the school which I have already had occasion to point out for special notice in a former part of this Report.

One of the best infant schools that I have met with in my district is at Tenby, where it has the advantage of being superintended by an active and discerning committee.

There is a good school at Cilgerran, in the northern part of Pembrokeshire; and I have heard of several others on the point of formation or resuscitation.

Radnor.

In this county there are only two schools at present included in my official list; but of one of these, at Knighton, I am happy to be able to report in favourable terms. It is daily superintended by the parochial clergyman.

The other, at Presteign, is an old foundation school, but I hardly know enough of its condition to be able to give a fair opinion upon its merits.

Training School, Carmarthen.

Part of my duties as Inspector involved a visitation of the Training School at Carmarthen, and an examination of its students as candidates for Exhibitions. This took place early in the month of April, and lasted for one week. At that time I found the college, though in its infancy, yet in full work, and tending to produce results which cannot but be of serious importance to the intellectual well-being of the whole principality. A Special Report has been already submitted to you on this subject; but I may here briefly state the fact, that out of 30 students then in residence, two-thirds came forward as candidates on the recommendation of the Principal and Professors, and that 12 out of these were deemed worthy to receive Exhibitions. These young men acquitted themselves well in the usual subjects proposed for examination; and, as I understand from the Principal of that institution, have since continued to labour at their studies with the most praiseworthy assiduity.

It is indeed a noble institution, which reflects great credit on the liberality of its royal and noble founders and benefactors, and is constituted on a scale sufficient to train masters for the whole principality.

Their Lordships of the Committee of Council on Education were pleased to grant a sum of 200*l.* for the remuneration of the Exhibitioners, and several other exhibitions have been founded in it from various sources; so that considerable aid is now given to young men who may be able to qualify themselves for attaining these advantages.

The college is indebted for its success to the learning, judgment, and assiduity of the Principal and Professors, as much as to any other cause. These gentlemen devote themselves entirely to the service of the students. They are constantly present and working with them; and, owing to the admirable arrangements made by the committee of superintendence and the Rev. William Reed, Principal of the Institution, the young men feel themselves, as it were, constituted into one large and well-regulated family. The lessons of good order, of comfort, of cleanliness, of domestic and agricultural management, which they here learn, will assuredly not be thrown away upon them

when they embark on more active scenes of life as parochial schoolmasters. One of the main objects of collegiate institutions, that of elevating the moral and social character of the students, seems to be here fully attained; and it may be anticipated that the students, on going into the remoter villages of Wales, will be the means of diffusing ideas of civilization and improvement, and will become examples to the parents as well as to the children of their respective parishes.

I annex a brief Report on this Training School (in compiling which I have been kindly aided by the Principal), together with tables of the General Rules and Regulations of admission and payment.

National Society's Organizing Masters.

It would be an ungracious omission on my part, and one which I could not willingly be guilty of, were I to let pass this opportunity of expressing my sense of the eminent services rendered to the cause of education throughout this district by the organizing masters of the National Society, Mr. Tearle and Mr. Ingram. With the former of these gentlemen I have had the honour of being in close and frequent co-operation, and I have derived considerable aid from his friendly intervention and advice. I have not the honour of being personally acquainted with the latter; but I have found traces of his good work in numerous schools that I have visited, and have had reason to admire many of the improvements effected on his suggestions. Mr. Tearle has now quitted this sphere of duty, and is a student at Cambridge, with a view of entering into holy orders. I do not know how the National Society will be able to fill up the blank which his absence must necessarily create. I consider the employment of organizing masters one of the most judicious methods in which the funds of the Society have been hitherto expended; and I would, with great deference to that body, venture to throw out the following idea, suggested to me by one of the most judicious promoters of education within the principality. Although the Training School at Carmarthen is under the superintendence of a Principal and two Professors, it would be highly desirable to attach to it, as part of its staff, an organizing master for the southern counties, or, perhaps, one for each diocese. Such an officer should have his rooms, commons, and head quarters in the building, and should have the greatest part of his time occupied in making his organizing circuits amongst the country schools; but at other periods he might remain advantageously at the Training School itself, and instruct the students in those minutiæ of teaching which his knowledge of the country, and of the circumstances of the inhabitants, would commonly suggest. In fact, the establishment seems hardly complete without the presence of such an officer.

Again, it would be for the good of many schoolmasters at the present moment (for this want must exist until the training system shall have supplied a sufficient number of regularly educated men for all the country schools), if a few advanced student could be attached to the Institution, in such a manner that they might be sent out, as occasion should require, to supply, *ad interim*, the places of masters, who might be deficient in knowledge, and who might be glad of an opportunity to go, for a certain period, to the Training School, in order to study and to be examined.

General Examinations of Masters and Mistresses for Certificates of Merit.

With the results of these examinations, four in number within my district, their Lordships have already been acquainted, and have acted upon them. I wish merely to point out here one or two circumstances connected with them.

The number of candidates among the masters of Welsh schools, who came into the examination-rooms at Swansea and Welshpool, was 17 and 25 respectively; and of these 17 obtained certificates of merit, viz.:—

2nd Class 5	2	in the 2nd Class, 2nd Division.
	3	,, 3rd ,,
3rd Class 12	4	in the 3rd Class, 1st Division.
	3	,, 2nd ,,
	5	,, 3rd ,,

The total number of certificates of merit granted for England and Wales at these examinations was 123, so that the proportion of masters of Welsh schools obtaining certificates to those of English schools was as 17 to 123: or more than 1 to 6; whereas the proportion of the population of Wales to that of England is about 1 to 16.

Again, on the well-intended representations of several clergymen in Wales, their Lordships of the Committee of Council on Education had been pleased to allow of papers in the Welsh language being substituted for others of the usual course given to candidates. On coming, however, into the examination rooms, and on being informed by me of this kind regulation made in their favour, the masters expressed, in suitable language, their gratitude for the kindness intended, but at the same time declared their hope that they should not have to avail themselves of it. Now, I need only appeal to their examination papers, which have been already laid before their Lordships, for a proof of these masters having taken in their full proportion of all the papers proposed, exclusively of those in the Welsh language, and of their having acquitted themselves therein with considerable credit.

My own impression is, that, at the next general examination,

no relaxation in favour of the masters of Welsh schools should be proposed; for I am confident of their being able to submit to the full test applied to masters from other parts of the empire.

Another circumstance which struck me was, that not only these masters attacked the Welsh examination papers with spirit and success, but that they also answered the papers referring to the grammar and construction of the English language, in a manner that told much in their favour. My impression of the possibility of a people becoming bilingual has been greatly strengthened by the results of these examinations; and I trust that next year the pleasing anticipations I have already formed will not be disappointed by the candidates, who will then come forward.

The number of mistresses, who went into the general examinations in my district, was very small, owing, I believe, to the circumstance of their being obliged to present themselves for examination in the schools where they were trained, for the sake of fulfilling certain pecuniary stipulations, entered into with the societies, by whom these schools, are supported. The result of the Michaelmas examinations has not been made known to me at the time of compiling this Report; but I hope that it will prove to be, in proportion, as favourable to Wales as was that of the masters' examinations.

It is a hope entertained, by many of the warmest promoters of education in Wales, that measures will be adopted for instituting a Training School for mistresses, somewhere within the twelve counties; and I should conceive the town of Aberystwyth to be well calculated, by its social circumstances and central position, for such a purpose.

Pupil Teachers.

I cannot terminate my Report in a way more agreeable to my own feelings, than by stating the very great pleasure which has been afforded to me from the examination of pupil-teachers and candidates in various schools of my district. It constitutes one of the most pleasing portion of an Inspector's duties, and at the same time one of the most responsible, thus to be brought into contact with the most promising of the whole youth of the lower orders of the country of both sexes. And when the amount of sound religious feeling and knowledge, which these young people evince, is taken into consideration, coupled with their secular knowledge, beyond what might have been expected, and backed by the good conduct which their testimonials declare, it is impossible not to indulge in lofty expectations of the future destiny of one's country. I cannot but consider many of the young people, with whom I have thus become acquainted, as intended, under God's good providence, to become both a blessing and an honour to their native land; and the fact of so many young men and women now training, upon

a sound system of religious and secular education, for the office of parochial teachers, warrants the hope that parochial schools will, within a few years, be established on proper principles, and suitably maintained, in every village throughout Wales.

The acquirements of the pupil-teachers, and the candidates for that office, have not appeared to me more remarkable than the tone of their character and demeanour,—much more elevated than could be supposed by any one not practically acquainted with them. Were no other end attained, by the regulations of their Lordships, than the thus picking out and rewarding the best conducted of the children in any school, the country would have ample reason to be grateful: but, as it is, they are stimulated to mutual improvement; they are secured the means of good education; and they are placed in the way of becoming the pioneers of religion and knowledge for future generations.

Forty-seven schools in these eight counties have availed themselves of the advantages held out by the pupil-teacher system, and I expect, in my circuit next year, to find this number much increased. I look upon it as one of the most effective means for encouraging the promotion of sound knowledge and religious instruction that have yet been brought into operation; and I trust that the Legislature of the country will not be induced to limit too narrowly the public aid necessary for developing and carrying it into full effect.

I have the honor to be, Sir, &c.,

H. LONGUEVILLE JONES.

To the Secretary of the Committee of Council on Education.

APPENDIX.

TABLE showing the NUMBER of SCHOOLS under INSPECTION, in each COUNTY included in the Report for 1849, with the Numbers of those in which Pupil Teachers have been Examined, and those in which there are Masters or Mistresses with Augmentations of Salary.

COUNTIES.	Number of Schools under Inspection.	Number of Schools where Pupil Teachers have been Examined.	Number of Schools where Teachers hold Augmentations.
[illegible]		3	..
		5	1
		1	..
			1
			3
			2

Report on the Training School of Carmarthen.

The Training School, Carmarthen, or South Wales Training School, was established in 1848 by the Welsh Education Committee of the National Society, aided by a grant of 3,000*l.* out of the Parliamentary Fund, and by the following donations, towards forming an exhibition fund for poor students.

	£.
His Royal Highness the Prince of Wales	100
Her Majesty the Queen Dowager	50
The Lord Bishop of St. David's	75
The Countess of Cawdor	100
Lord Dynevor	100
Lady Dynevor	100
Col. the Hon. G. Rice Trevor, M.P.	100
Viscount Emlyn, M.P.	75
Richard Blakemore, Esq., M.P.	100
D. Saunders Davies, Esq., M.P.	100
Howel Gwyn, Esq., M.P.	100
Sir Thos. Phillips	100
Rev. Robert Miles	25
W. O. Brigstocke, Esq.	25
J. Walters Phillips, Esq., Aberglasney	100
J. Nevill, Esq.	50
J. J. Harford, Esq.	30
D. Morris, Esq., M.P.	100
St. David's Church Union Society (annually)	20
Monmouth Board of Education (annually)	30
Llandaff Board of Education (annually)	30
Dean and Chapter of St. David's (annually)	15
J. Williams, Esq. (late M.P. for Coventry)	50
Mrs. Langdon	50
R. Goring Thomas, Esq.	10
Rev. W. Reed	50

At the first opening of this institution 22 students were admitted, and this number has since been increased to 31, though the building is calculated to contain 60. The edifice comprises a dining-hall, large study or school-room for the students, library, chapel, dormitories for the students, a separate apartment being boarded off for each, rooms for the Principal, Vice-Principal, and third master or chaplain, besides extensive offices of every description. The style of architecture is that of the 14th century, and it is highly effective and collegiate in its general character. Attached to the institution are eight acres of cultivable ground, upon some portions of which the students are encouraged to exercise themselves daily in learning horticultural and agricultural operations.

The age of the students varies from 17 to 23, and the regular course of instruction may be made to extend over three years; owing, however, to deficiency of pecuniary resources, many of the students are unable to remain as long as might be wished, and they are forced to seek for professional employment whenever vacancies occur in parochial schools.

According to the testimony of the Rev. the Principal of the Training School, the assiduity of the students is great, and is fully equalled by their docile and cheerful behaviour; in fact, a character of order, quietness, punctuality, and diligence, as well as of cleanliness and comfort, is almost sure to be formed by each of the young men who may remain a sufficient time within the walls of this institution. One of the three Professors is always present with the students during hours of business, and the discipline of the students is maintained more by vigilant inspection and hard intellectual work, than by any repressive means and stringent regulations of conduct.

In giving a general account of the regulations of the institution, the Principal has observed to me—

"The accompanying tables present the daily distribution of time and occupation. The prudent mixture of manual labour with sedentary employment seems to have a beneficial influence upon the health, spirits, and strength of the student. Not only has the institution been remarkably healthy, but the number of invalid cases has diminished, and a more even and unvarying state of good health established. Each student labours, when the weather permits, one hour per day. The climate, more than ordinarily wet, is adverse to regular out-door work during the course of the year. It is not prudent to expose young men, who are of necessity much under cover, and in rooms, the temperature of which is considerably raised by the heat engendered by their collective presence, to the sudden vicissitudes of a humid atmosphere and damp ground. The change is more than their frames can resist, and the ill effects of such exposure is manifest in colds, low fever, attacks in the head and chest, or, in short, in any part of the body in which there is any constitutional weakness. Another very great and serious objection to out-door labour in a wet climate is the wear and tear of clothes, which to poor men, expected to preserve a certain decency of appearance, cannot well be overrated. It is proposed to find employment under cover, such as carpenters' work, in order to obviate the necessity of injurious exposure to inclement weather.

The principle which pervades the entire discipline is to unite as much liberty and self-government as possible to the student, with freedom from exposure to great temptation. Prohibitions are, therefore, placed only [illegible] things as necessarily lead to evil. For instance, [illegible] placed on spending time in town, except on [illegible], when permission is given to visit it for [illegible]. At other times they may [illegible] asonable cause. The going [illegible] kewise the frequenting [illegible] their own [illegible] in the

country. The necessity of being present at roll-call exercises sufficient restraint on the distance, without the necessity of a rule on the subject. The diet is simple, plain, and substantial. Bread and milk constitute the first and third meals. Meat, roast and boiled, in stews or pies, with a variety of vegetables, and puddings, with or without fruit, form their dinner. Tea is given in place of milk, where milk does not agree with the constitution."

I am happy to be able to add, from repeated personal inspection, and from public examination, that the intellectual condition of the students is highly satisfactory, reflecting, as I conceive, no small credit on the exertions and judgment of the officers of the Institution; and it may be fairly anticipated, without any chance of disappointment, that lasting and widespread good will be done to the cause of education throughout Wales by means of this institution.

H. Longueville Jones.

Appendix A.

Carmarthen Training School in connexion with the National Society for Promoting the Education of the Poor in the Principles of the Church of England.

General Rules relative to Admission.

The object of this institution is to qualify its pupils to fill with efficiency the office of schoolmaster in parochial schools of the Principality of Wales and the county of Monmouth.

Except in cases in which it may be otherwise determined by competent authority, no person shall become a pupil in the college before the completion of the seventeenth, nor after that of the twenty-fifth year of his age.

Candidates for admission will be required to read with intelligence; to write correctly from dictation; to work with accuracy the first four rules, simple and compound, of arithmetic, with reduction and the rule of three; to be acquainted with the outlines of geography, English grammar, and the history of the Holy Scriptures; and to be accurately instructed in the Church Catechism.

They will further be required to provide themselves with the following documents:—

1. Certificate from three householders, to be countersigned by the Minister of the parish:—

We, the undersigned, do certify that C. D. being desirous of preparing himself for the office of schoolmaster, has resided in the parish of for the space of , and that we believe him to be a member of the Church of England, and by character and attainments qualified for admission into the Training College.

Witness our hands, this day of , in the year of our Lord 18 .

_____

_____

_____

Countersigned by me,_____

of the parish of_____

2. A certificate of his baptismal register.
3. Medical certificate:—

I, A. B., do hereby certify that I have known C. D. for years, and, to the best of my knowledge, he has during that time enjoyed good health, with the exception of ; and I believe him to be a person of good constitution, and that he has undergone vaccination.

(Signed) _____

4. Letter of guarantee for the regular payment of the College fees:—

I hereby undertake to be responsible for the regular payment of the fees of during the period of his residence at the Training College.

(Signed) _____

Each person admitted into the Training College must be provided with the following articles of clothing, &c.:—

Two full suits of cloth clothes, 6 day shirts, 2 night ditto, 6 pairs of stockings, 2 black silk neckerchiefs, 4 pocket-handkerchiefs, 2 pairs of shoes, 1 pair of slippers, 1 hat, a hair-brush and comb, a tooth-brush, a clothes brush, a great-coat or cloak.

Each candidate whose preliminary qualifications and certificates are satisfactory, will be admitted into the College for three months on probation; and if during that period his disposition, conduct, and qualifications are approved, he will be enrolled as a registered pupil, and on making the following declaration, will be eligible to compete for vacant exhibitions:—

I, A. B., this day admitted a registered pupil of the Training College at Carmarthen, do hereby declare and solemnly profess my desire and intention dutifully to submit myself to the discipline of the same during such time as I shall continue in it.

Witness my hand, this day of , in the year of our Lord, 18 .

(Signed) _____

The reception days are Lady-day, Michaelmas-day, and the days of the College re-opening after the Midsummer and Christmas vacations.

Terms:—Twenty-one Pounds per annum, to be paid quarterly in advance. No extras whatever.

Exhibitions.

1. Exhibitions are tenable for a period not exceeding three years from the date of election.

2. They are, when vacant, open to the competition of all [illegible] pupils, and shall be awarded by the Principal to those candidates whose general character and qualications, considered in connexion with their attainments, to be tested by examination, shall point them out as most eligible for election.

3. Exhibitions given by private individuals may be awarded to the donors to persons of [illegible] provided such persons [illegible] months' residence, [illegible]

4. [illegible]

5. No one will be received far a shorter term than one year. The ordinary course of training will extend over two years.

For the encouragement of untrained masters already in charge of schools, or appointed to schools, permission shall be granted to the former to attend the College during their vacation, and to the latter for a period not less than three months.

Appendix B.

Carmarthen Training School.

General Time Table.

5½ to 6	Rise, wash, and dress.
6 to 7	Private study.
7 to ¼8	Prayers.
¼8 to 8	Leisure.
8 to 9½	Breakfast.
8½ to 9	Leisure. Monitors attend to the pump, the lamps, the dusting of the rooms, &c.
9 to 12	Attend lectures.
12 to 5′ to 1	Industrial occupations.
5′ to 1 to 1	Prepare for dinner.
1 to 1¼	Dinner.
1¼ to 2	Leisure.
2 to 5	Attend lecture.
5 to 6	Industrial occupations. Monitors clean the black-boards, inspect the various rooms, and make out their reports.
6 to 6½	Leisure, and prepare for tea.
6½ to 7	Tea.
7 to 9	Private study. Lectures on the Welsh language.
9 to 9¼	Prayers.
9¼ to 10	Retire to rest.

Appendix C.

Table showing Daily Routine of Instruction for Students in Carmarthen Training School.

Morning.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	9 to 10	Essay	Holy Scriptures	Oxford Catechism and Liturgy.	Holy Scriptures.	Oxford Catechism and Liturgy.	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	Latin	Natural Philosophy	English Composition	Natural Philosophy	Latin.
	11 „ 11½	Mental Exercises.		Lesson on Teaching	Mental Exercises	Lesson on Teaching	Spelling.
	11½ „ 12	Writing			Writing		
Second Class.	9 „ 10	Essay	Bible and Catechism	Liturgy	Bible and Catechism	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Composition	English Grammar	English Composition	English Grammar	English Composition	English Grammar.
	11 „ 11½	Mental Exercises.	Mental Exercises	Teaching	Mental Exercises	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		
Third Class.	9 „ 10	English Composition	Catechism	Bible	Bible	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	English Dictation	English Grammar	English Grammar.	English Dictation	
	11 „ 11½	Mental Arithmetic	Tables	Teaching	Mental Arithmetic	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		

Afternoon.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	2 to 3	General History	Geography	General History	Attend the Model School, or work in the Garden.	Geography	Holiday.
	3 „ 4½	Euclid and Algebra	Arithmetic	Euclid and Algebra		Arithmetic	
	4½ „ 5	Welsh Dictation	English Reading	Welsh			
Second Class.	2 „ 3	English History	Geography	English History	Same as the First Class	Geography	Holiday.
	3 „ 4½	Arithmetic	Algebra	Arithmetic		Algebra	
	4½ „ 5 / 8 „ 9	Welsh	Welsh	Welsh		Welsh	
Third Class.	2 „ 3	English History	Geography	English History	Same as the other Classes.	Geography	Holiday.
	3 „ 4½		The same as Second Class.				
	4½ „ 5	Welsh	Welsh	Welsh			
	7 „ 8	Mechanics	Mechanics	Mechanics.	Mechanics	Mechanics	

N.B.—Music on the Tuesday from 11 o'clock to 1, and on the Friday from 4 o'clock to 6. The two Welsh Classes are taken alternately from 4½ to 5 on the one day, and from 8 to 9 on the next.

Tabulated Reports, in detail, on the Schools Inspected in Wales, by Her Majesty's Inspector of Schools, the Rev. H. Longueville Jones, in the Year 1849.

Name of School.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	From Copies.	Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Aberaeron.																																				
Boys'	.	57	.	.	.	.	.	.	11	3	.	4	8	1	.	11	.	27	.	.	.	.	27	16	13	.	.	.	.	.	.	.	.	.	.	.	66
Girls'	.	44	.	.	.	.	.	.	2	2	.	.	.	.	14	8	.	16	.	.	8	.	24	7	13	.	.	.	.	.	.	.	.	.	.	.	62
Aberdare N. S.																																				
Boys'	1, 2 *g* 3 to 5 *m.*	58	.	.	.	.	.	4	6	18	1	4	10	.	22	16	.	14	.	13	30		18	14	28	8	7	11	12	6	2	1	4	1	.	.	124
Girls'	1, 2 *f* 3 to 5 *m.*	69	.	58	11	.	.	11	.	11	.	.	11	16	14	28	.	11	.	.	58	.	27	14	28	6	3	18	23	10	6	13	7	9	15	152	90
Abergwilli	.	94	.	.	.	.	.	15	15	25	.	7	18	23	.	16	.	25	.	.	45	.	41	29	24	.	.	.	.	.	.	.	.	.	.	.	116
Arthog, in Llangelynin Parish		16	.	.	.	.	.	.	8	8	.	8	.	.	10	17	.	18	.	.	17	.	8	.	27	.	.	.	.	.	.	.	.	.	.	.	35
Barmouth.																																				
Boys'	.	43	.	.	.	.	.	.	.	28	.	4	11	.	13	15	.	22	.	15	21	4	24	.	15	.	.	.	.	.	.	.	.	.	.	.	.
Girls'	.	34	.	.	.	.	.	.	.	26	.	.	.	.	13	13	.	13	.	13	21	.	13	13	8	.	.	.	.	.	.	.	.	.	.	.	.
Berriew Endowed School.																																				
Boys'	.	56	16	.	.	.	16	16	16	16	.	.	8	.	12	20	16	24	.	36	32	24	.	12	20	.	.	.	.	.	.	.	.	.	.	.	82
Girls'	.	28	.	.	.	.	4	.	4	4	.	4	.	9	.	15	.	13	.	13	15	.	13	.	15	.	.	.	48	.	.	.	.	.	.	.	79

General Observations.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Aberaeron, Boys'.—Inspected 30th July, 1849. 1. Under one master, in four classes, with no monitors; have never had any monitors. 2. Discipline bad, maintained at present with some difficulty. 3. Methods bad. 4. Instruction very moderate. The reading good. 5. Master and mistress; in three classes, with one monitor for second class; other classes are taken by the master. 2. Fair. 3. Moderate. 4 Instruction good in arithmetic, but in other points moderate: the first class learn a little Scripture geography and a little

now commence with two monitors. 2. Good. Some of the children have their hair closely cropped behind, but I disapprove of this altogether, except for the purpose of strengthening it. 3. Methods moderate. 4. Instruction very limited in extent, but fairly communicated as far as it goes. No other reading-book than the Bible for the two upper classes. The lower class consists almost of infants, and they learn neither reading nor writing. An extra class of backward girls is formed and taught in the class-room. 5. Mistress, aged 26, a respectable, cheerful woman, very limited in her acquirements. 6. The room is kept very clean, and is cheerful and fairly ventilated. This school owes its existence almost entirely to the active exertions of one lady in the small town of Abereiron, and does not appear to be generally supported in the district as it deserves.

Aberdare, Boys'.—Inspected 20th June, 1849. 1. Organized under a master, in five classes, with four monitors, not relieved; and the monitors instructed after school hours. 2. Discipline good, considering the rudeness of the population. The parents and relations of the children are engaged principally as miners, and smelters of iron; and, though an honest, are a rough set of people. The cleanliness of the children was fair, taking the above circumstances into account. 3. Methods moderate. The master complained of the irregular attendance of the children, and of his inability to apply the usual methods of instruction effectively. 4. Instruction fair; but from the above circumstances, much allowance should be made for its limited extent. 5. Master trained at Westminster, aged 28; seems to take pains; has an arduous post. 6. New rooms, or enlarged ones at least, are greatly wanted. An infant school, too, would be of immense advantage to this place. The vicar is most anxious to provide proper accommodation for the school, but the death of the late Marquis of Bute has been of fatal consequence to all public undertakings in this part of the county. In few places would the aid of Her Majesty's Government be bestowed with better effect than at Aberdare.

Aberdare, Girls'.—Inspected 20th June, 1849. 1. Organized under a mistress, in classes, with five monitors. Discipline fair, considering the short time of the present mistress having held the school. 3. Methods fair. 4. Instruction limited in extent; moderate in general character. 5. Mistress trained at Westminster; has been in office here only a few months. 6. The school at the time of my visit was held in the Town-hall, as the old room was insufficient for the purpose; and the cleanliness of the place was not so much attended to as it ought to have been. A new school is of the utmost importance for the town; but a considerable sum of money would have to be raised for the purpose, and, as observed above, the death of the Marquis of Bute has put a stop to nearly all public works, and expectations of public aid.

Aberguilli.—Inspected 5th July, 1849. 1. Organization, under a master, and a woman to teach sewing; the latter teaches the infants. In seven classes. No regular monitors, because children are said to be very irregular in their attendance. Classes not well arranged. 2. Moderate. 3. Fair on the whole, but not carried far enough in secular subjects; lower classes rather neglected. 4. Reading fair; writing moderate in general, or else bad. First class learn geography, and answered well; second class the same; third class joined to fourth, learn geography. 5. Master, aged 26, is willing and active, but has not been trained. He is a native of Abergwili, and wishes to improve himself. Salary 40*l*. No house. 6. Room 65 ft. × 20 ft. × 10 ft. high; tolerably clean; furniture moderate. Children very poor, ragged, dirty; diseased heads said by the master to be common in school. Village very poor.

Arthog, in Llangelynin Parish.—Inspected 27th August, 1849. 1. Under one master; Barmouth, Boys'.—Inspected 21st August, 1849. 1. Under one master, in four classes, with four monitors. 2. Good; kept up by kindness and activity. 3. Usual; fair. 4. Instructions fairly advanced, except in secular reading, and herein some better books are wanted. The boys seem well grounded in their knowledge, religious as well as secular. Maps well done by some of the boys on paper. 5. The master, aged 26, has studied navigation at Mr. Norie's school, London, and has a favourable certificate of examination, before Captain Bell, of the Trinity House, London. Teaches navigation to private pupils at Barmouth. Salary 25*l*. with house rent free. He does not live in it, but lets it, and lives with his wife, who keeps a shop in the town. The house is built on a sandy flat, behind sand-hills, on the shore of the sea, and an acre of ground appropriated to the school, but not yet enclosed, though it might be cultivated like other land near it. There are two school-rooms, and a teacher's house between them; under these are three tenements, two of which are let out. The out-premises are too small, in bad repair, very dirty; the whole building requires repairs. The rooms are cheerful, tolerably clean, and well ventilated. Desks against walls. Classes in squares. Two globes in school, and a library of books, with some good sea-charts given by various persons. A good supply of engravings of natural history, bought by the master. Salaries of teachers in arrear, and master complains of 29*l*. being due to him for several years. Children mostly belong to seafaring people: tolerably clean, but ill clad.

Barmouth, Girls'.—Inspected 21st August, 1849. 1. Under one mistress, in three classes, with three monitors. 2. Good. 3. Fair. 4. Instruction not carried far enough; the lowest class does not learn arithmetic. Secular reading-books required. 5. Mistress aged 45. Salary 20*l*. per annum, and house rent free. Salary in arrear. The mistress is of pleasing demeanour, and highly spoken of in the parish. 6. House in bad repair; school-room clean; apparatus wanted.

Berriew Endowed School, Boys'.—Inspected 19th October, 1849. 1. Organized under one master, and two monitors paid by the trustees of the school. In four classes, with a monitor to the two lower from the first class, relieved weekly. 2. Good; boys well drilled, quiet and well behaved. 3. Fair. 4. Instruction good in general character, and especially in arithmetic. A large algebraical class formed, and working well. Mental arithmetic taught to all the classes. Writing good. 5. Master, aged 29, trained at a Lancasterian school in Salop; has been a schoolmaster 13 years, and 7½ years in this school; very good musician, plays several instruments, and builds organs. Going to leave at Christmas. 6. Room 40×20×12; flat roof, ventilators in the corners of the ceilings; cheerful, light, clean. Desks against wall, with boys facing to the school. Classes in squares. Books, maps, and apparatus, new and good. This is an endowed school, with nearly 100*l*. per annum revenue. The master's house is peculiarly good. The total income is 113*l*. 8*s*. 4*d*., and the expenditure 103*l*. 7*s*. 9*d*.

Berriew Endowed School, Girls'.—Inspected 19th October, 1849. 1. Under one mistress (wife of the master), with her daughter aiding; in three classes, with monitors for each from first class, relieved weekly. 2. Good. 3. Too little reading; methods generally defective. 4. Instruction moderate; children read badly; seemed to know very little. Writing very moderate. 5. The mistress seems hardly equal to her situation. 6. Room 28 × 20 × 10; flat ceiling; over boys' room; light, cheerful, clean; desks against wall, with face to wall. More secular books wanted. Maps and apparatus not so large nor so good as in the boys' room. Excellent house for master and mistress. Children pay for 1*d*. per week use of books, *&c.*

5. No one will be received far a shorter term than one year. The ordinary course of training will extend over two years.

For the encouragement of untrained masters already in charge of schools, or appointed to schools, permission shall be granted to the former to attend the College during their vacation, and to the latter for a period not less than three months.

Appendix B.

Carmarthen Training School.

General Time Table.

5½ to 6	Rise, wash, and dress.
6 to 7	Private study.
7 to ¼8	Prayers.
¼8 to 8	Leisure.
8 to 8½	Breakfast.
8½ to 9	Leisure. Monitors attend to the pump, the lamps, the dusting of the rooms, &c.
9 to 12	Attend lectures.
12 to 5′ to 1	Industrial occupations.
5′ to 1 to 1	Prepare for dinner.
1 to 1¼	Dinner.
1¼ to 2	Leisure.
2 to 5	Attend lecture.
5 to 6	Industrial occupations. Monitors clean the black-boards, inspect the various rooms, and make out their reports.
6 to 6½	Leisure, and prepare for tea.
6½ to 7	Tea.
7 to 9	Private study. Lectures on the Welsh language.
9 to 9¼	Prayers.
9¼ to 10	Retire to rest.

Appendix C.

Table showing Daily Routine of Instruction for Students in Carmarthen Training School.

MORNING.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	9 to 10	Essay	Holy Scriptures	Oxford Catechism and Liturgy.	Holy Scriptures.	Oxford Catechism and Liturgy.	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	Latin	Natural Philosophy	English Composition	Natural Philosophy	Latin.
	11 „ 11½	Mental Exercises.		Lesson on Teaching	Mental Exercises	Lesson on Teaching	Spelling.
	11½ „ 12	Writing			Writing		
Second Class.	9 „ 10	Essay	Bible and Catechism	Liturgy	Bible and Catechism	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Composition	English Grammar	English Composition	English Grammar	English Composition	English Grammar.
	11 „ 11½	Mental Exercises.	Mental Exercises	Teaching	Mental Exercises	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		
Third Class.	9 „ 10	English Composition	Catechism	Bible	Bible	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	English Dictation	English Grammar	English Grammar	English Dictation	
	11 „ 11½	Mental Arithmetic	Tables	Teaching	Mental Arithmetic	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		

AFTERNOON.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	2 to 3	General History	Geography	General History	Attend the Model School, or work in the Garden.	Geography	Holiday.
	3 „ 4½	Euclid and Algebra	Arithmetic	Euclid and Algebra		Arithmetic	
	4½ „ 5	Welsh Dictation	English Reading	Welsh			
Second Class.	2 „ 3	English History	Geography	English History	Same as the First Class	Geography	Holiday.
	3 „ 4½	Arithmetic	Algebra	Arithmetic		Algebra	
	4½ „ 5	Welsh	Welsh	Welsh		Welsh	
	8 „ 9						
Third Class.	2 „ 3	English History	Geography	English History	Same as the other Classes.	Geography	Holiday.
	3 „ 4½		The same as	Second Class.			
	4½ „ 5	Welsh	Welsh	Welsh			
	7 „ 8	Mechanics	Mechanics	Mechanics.	Mechanics	Mechanics	

N.B.—Music on the Tuesday from 11 o'clock to 1, and on the Friday from 4 o'clock to 6. The two Welsh Classes are taken alternately from 4½ to 5 on the one day, and from 8 to 9 on the next.

Tabulated Reports, in detail, on the Schools Inspected in Wales, by Her Majesty's Inspector of Schools, the Rev. H. Longueville Jones, in the Year 1849.

Name of School.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Aberaeron.																																				
Boys'	.	57	.	.	.	.	.	.	11	3	.	4	8	1	.	11	.	27	.	.	.	.	27	16	13	.	.	.	.	.	.	.	.	.	.	66
Girls'	.	44	.	.	.	.	.	.	12	12	.	.	.	.	14	8	.	16	.	.	8	.	24	7	13	.	.	.	.	.	.	.	.	.	.	62
Aberdare N. S.																																				
Boys'	1, 2 g 3 to 5 m.	58	.	.	.	.	.	4	6	18	1	4	10	.	22	16	.	14	.	13	30		18	14	28	87	11	12	6	2	1	4	1	.	.	124
Girls'	1, 2 f 3 to 5 m.	69	.	58	11	.	.	11	.	11	.	.	11	16	14	28	.	11	.	.	58	.	27	14	28	65	18	23	10	6	13	7	9	15	152	90
Abergwili	.	94	.	.	.	.	.	15	15	25	.	7	18	25	.	16	.	25	.	.	45	.	41	29	24	.	.	.	.	.	.	.	.	.	.	116
Arthog, in Llangelynin Parish		16	.	.	.	.	.	.	8	8	.	8	.	.	10	17	.	18	.	.	17	.	8	.	27	.	.	.	.	.	.	.	.	.	.	35
Barmouth.																																				
Boys'	.	43	.	.	.	.	.	.	.	28	.	4	11	.	13	15	.	22	.	15	21	4	24	.	15	.	.	.	.	.	.	.	.	.	.	.
Girls'	.	34	.	.	.	.	.	.	.	26	.	.	.	.	13	13	.	13	.	13	21	.	13	13	8	.	.	.	.	.	.	.	.	.	.	.
Berriew Endowed School.																																				
Boys'	.	56	16	.	.	.	16	16	16	16	.	.	8	.	12	20	16	24	.	36	32	24	.	12	20	.	.	.	.	.	.	.	.	.	.	82
Girls'	.	28	.	.	.	.	4	.	4	4	.	4	.	9	.	15	.	13	.	13	15	.	13	.	15	.	.	.	48	.	.	.	.	.	.	79

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Aberaeron, Boys'.—Inspected 30th July, 1849. 1. Under one master, in four classes, with no monitors; have never had any monitors. 2. Discipline bad, maintained at pre- no mistress; in three classes, with one monitor for second class; other classes are taken by the master. 2. Fair. 3. Moderate. 4 Instruction good in arithmetic, but in other

against it. Few persons visit this school, and there is nobody who practically superintends it, except the secretary of the school committee, and his occupation hardly admits of his doing this frequently. The building is new and good, but the furniture is indifferent, and school apparatus is deficient.

Abernaron, Girls'.—Inspected 30th July, 1849. 1. Organized under one mistress, in four classes with two monitors. 2. Good. Some of the children have their hair closely cropped behind, but I disapprove of this altogether, except for the purpose of strengthening it. 3. Methods moderate. 4. Instruction very limited in extent, but fairly communicated as far as it goes. No other reading-book than the Bible for the two upper classes. The lower class consists almost of infants, and they learn neither reading nor writing. An extra class of backward girls is formed and taught in the class-room. 5. Mistress, aged 26, a respectable, cheerful woman, very limited in her acquirements. 6. The room is kept very clean, and is cheerful and fairly ventilated. This school owes its existence almost entirely to the active exertions of one lady in the small town of Abernaeron, and does not appear to be generally supported in the district as it deserves.

Aberdare, Boys'.—Inspected 20th June, 1849. 1. Organized under a master, in five classes, with four monitors, not relieved; and the monitors instructed after school hours. 2. Discipline good, considering the rudeness of the population. The parents and relations of the children are engaged principally as miners, and smelters of iron; and, though an honest, are a rough set of people. The cleanliness of the children was fair, taking the above circumstances into account. 3. Methods moderate. The master complained of the irregular attendance of the children, and of his inability to apply the usual methods of instruction effectively. 4. Instruction fair; but from the above circumstances, much allowance should be made for its limited extent. 5. Master trained at Westminster, aged 28; seems to take pains; has an arduous post. 6. New rooms, or enlarged ones at least, are greatly wanted. An infant school, too, would be of immense advantage to this place. The vicar is most anxious to provide proper accommodation for the school, but the death of the late Marquis of Bute has been of fatal consequence to all public undertakings in this part of the county. In few places would the aid of Her Majesty's Government be bestowed with better effect than at Aberdare.

Aberdare, Girls'.—Inspected 20th June, 1849. 1. Organized under a mistress, in classes, with five monitors. Discipline fair, considering the short time of the present mistress having held the school. 3. Methods fair. 4. Instruction limited in extent; moderate in general character. 5. Mistress trained at Westminster; has been in office here only a few months. 6. The school at the time of my visit was held in the Town-hall, as the old room was insufficient for the purpose; and the cleanliness of the place was not so much attended to as it ought to have been. A new school is of the utmost importance for the town; but a considerable sum of money would have to be raised for the purpose, and, as observed above, the death of the Marquis of Bute has put a stop to nearly all public works, and expectations of public aid.

Abergwili.—Inspected 5th July, 1849. 1. Organization, under a master, and a woman to teach sewing; the latter teaches the infants. In seven classes. No regular monitors, because children are said to be very irregular in their attendance. Classes not well arranged. 2. Moderate. 3. Fair on the whole, but not carried far enough in secular subjects; lower classes rather neglected. 4. Reading fair; writing moderate in general, or else bad. First class learn geography, and answered well; second class the same; third class joined to fourth, learn geography. 5. Master, aged 26, is willing and active, but has not been trained. He is a native of Abergwili, and wishes to improve himself. Salary 40*l*. No house. 6. Room 65 ft. × 20 ft. × 10 ft. high; tolerably clean; furniture moderate. Children very poor, ragged, dirty; diseased heads said by the master to be common in school. Village very poor.

Arthog, in Llangelynin Parish.—Inspected 27th August, 1849. 1. Under one master; buildings. Wages not bad in the district. School clean; fairly ventilated; cheerful. Children do not pay pence with sufficient regularity. As this was the first day of meeting after the holidays, and as harvest was in full operation, the school was seen to disadvantage, only eight boys and eight girls being present. Secular reading-books and maps much wanted.

Barmouth, Boys'.—Inspected 21st August, 1849. 1. Under one master, in four classes, with four monitors. 2. Good; kept up by kindness and activity. 3. Usual; fair. 4. Instructions fairly advanced, except in secular reading, and herein some better books are wanted. The boys seem well grounded in their knowledge, religious as well as secular. Maps well done by some of the boys on paper. 5. The master, aged 36, has studied navigation at Mr. Norie's school, London, and has a favourable certificate of examination, before Captain Bell, of the Trinity House, London. Teaches navigation to private pupils at Barmouth. Salary 25*l*. with house rent free. He does not live in it, but lets it, and lives with his wife, who keeps a shop in the town. The house is built on a sandy flat, behind sand hills, on the shore of the sea, and an acre of ground appropriated to the school, but not yet enclosed, though it might be cultivated like other land near it. There are two school-rooms, and a teacher's house between them; under these are three tenements, two of which are let out. The out-premises are too small, in bad repair, very dirty; the whole building requires repairs. The rooms are cheerful, tolerably clean, and well ventilated. Desks against walls. Classes in squares. Two globes in school, and a library of books, with some good sea-charts given by various persons. A good supply of engravings of natural history, bought by the master. Salaries of teachers in arrear, and master complains of 29*l*. being due to him for several years. Children mostly belong to seafaring people; tolerably clean, but ill clad.

Barmouth, Girls'.—Inspected 21st August, 1849. 1. Under one mistress, in three classes, with three monitors. 2. Good. 3. Fair. 4. Instruction not carried far enough; the lowest class does not learn arithmetic. Secular reading-books required. 5. Mistress aged 45. Salary 20*l*. per annum, and house rent free. Salary in arrear. The mistress is of pleasing demeanour, and highly spoken of in the parish. 6. House in bad repair; school-room clean; apparatus wanted.

Berriew Endowed School, Boys'.—Inspected 19th October, 1849. 1. Organized under one master, and two monitors paid by the trustees of the school. In four classes, with a monitor to the two lower from the first class, relieved weekly. 2. Good; boys well drilled, quiet and well behaved. 3. Fair. 4. Instruction good in general character, and especially in arithmetic. A large algebraical class formed, and working well. Mental arithmetic taught to all the classes. Writing good. 5. Master, aged 39, trained at a Lancasterian school in Salop; has been a schoolmaster 13 years, and 7¼ years in this school; very good musician, plays several instruments, and builds organs. Going to leave at Christmas. 6. Room 40×20×12; flat roof, ventilators in the corners of the ceilings; cheerful, light, clean. Desks against wall, with boys facing to the school. Classes in squares. Books, maps, and apparatus, new and good. This is an endowed school, with nearly 100*l*. per annum revenue. The master's house is peculiarly good. The total income is 113*l*. 8*s*. 4*d*., and the expenditure 103*l*. 7*s*. 9*d*.

Berriew Endowed School, Girls'.—Inspected 19th October, 1849. 1. Under one mistress (wife of the master), with her daughter aiding; in three classes, with monitors for each from first class, relieved weekly. 2. Good. 3. Too little reading; methods generally defective. 4. Instruction moderate; children read badly; seemed to know very little. Writing very moderate. 5. The mistress seems hardly equal to her situation. 6. Room 25 × 20 × 10; flat ceiling; over boys' room; light, cheerful, clean; desks against wall, with face to wall. More secular books wanted. Maps and apparatus not so large nor so good as in the boys' room. Excellent house for master and mistress. Children pay for 1*d*. per week use of books, &c.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

| NAME OF SCHOOL. | Character of Instruction in each Class. | Number present at Examination. | Number of Children learning | | | | | | | | Number of Children learning Arithmetic as far as | | | | | | Number of Children Writing on | | | | No. of Children Reading | | | | Number of Children on the Books, aged | | | | | | | |

of, because nearly all the children were absent in the hay harvest. 2. Discipline seemed fairly maintained, but could hardly be estimated, for the same reason. 3. Methods very moderate indeed. 4. Instruction far too limited; reading moderate; writing bad. 5. Master, aged 34, one of Madame Bevan's masters. Salary 30*l.*, paid by Madame Bevan. Committee children of the school do not pay anything at all. 6. Room 40 ft. × 15 ft. × 12 ft., wants washing, cleansing, and repairing. All the boys present were without shoes and stockings, and nearly all in rags. Reading moderate. All Welsh children, and I conducted the examination entirely in Welsh. This school wants reorganizing, and altering in many things. The district is a remote one, but is traversed by a railroad.

Bettws, near Bridgend, Glamorgan.—This school was closed at the time of my visit to this part of the county (the first half of June, 1849); a new master was going to be appointed, and various improvements were contemplated.

Bishopston, Glamorgan.—This school was rebuilding at the time of my visiting the district, and no instruction, for the time being, was going on. The school has been since opened.

Borth.—Inspected 15th August, 1849. 1. Under one master, in five classes, with five monitors. No mistress, not even to teach work, from deficiency of funds. 2. Discipline good, but maintained rather sharply. The population (of fishermen and sailors) very rough, and the master on coming had a hard task to perform. Strap used. 3. Such as a man not yet trained, but zealous, would adopt. 4. Instruction moderate. The fourth and fifth classes do not learn writing nor arithmetic. No geography taught yet; but a supply of maps has been given, and it is going to be taught. Reading fair, as far as it goes. Children translate fairly from English to Welsh; but not from Welsh to English. Arithmetic, as far as it goes, well understood, and well taught. Writing moderate. Children find their own copy-books, and no regularity is observed. 5. Master, aged 40, was six years one of Madame Bevan's masters, but is so no longer. Has been in the school seven years. Is going to Carmarthen to train. Active and intelligent. Salary 25*l.* a year, without a house. 6. Room serves as a church; built through the exertions of the Miss Pritchards, of Aberystwyth, with a Government grant of 108*l.* Large, good, well ventilated, and tolerably clean. Furniture good, and sufficient. The population wretchedly poor, mostly sailors and fishermen; but the children, considering the condition of their parents, fairly clad, and clean, though very many without shoes and stockings. Children ought all to pay pence, but do not; not more than 3*l.* annually collected in this way. The landowners do not support the school as liberally as they ought, though the land is good in great part of the parish. The Miss Pritchards find all the books, and keep the building in repair at their own private cost.

Brecon, N. S., Infant.—Inspected 18th Sept., 1849. 1. Organized under a mistress, with a young person paid to assist. Will be better when a pupil-teacher aids the mistress. 2. Good. 3. Suggestive method fairly carried out; not too much being suggested to the child at once. Questions fair. Explanations good. 4. Reading from easy lessons, 1 and 2. Cards of animals and places. Catechism well repeated and understood. Writing fair. 5. The mistress seems well qualified to conduct the school. 6. The present school-room is only a provisional one. At Christmas the school will be transferred to the new central school.

Brecon, Llanfaes.—Inspected 25th June, 1849. 1. Organized under one mistress for girls and little boys, in four classes, under four monitors. 2. Fair. 3. Methods fair, though not quite so well carried out as they should be. 4. The general character of the my visit was about to be closed, and the scholars sent to the new central schools erecting in Brecon for the use of the whole town, of which Llanfaes is only a suburb. The change has since that period been effected, and the mistress has been appointed to a school in another part of the country. The old schoolhouse of Llanfaes is in the churchyard adjoining the church, and comprises two rooms of low elevation, one above the other.

Brecon (Pendre).—Inspected 24th August, 1849. 1. Organized under one mistress. Seven classes with seven monitors. In the old school room, the central space was all taken up with desks; in the new school-room, classes in squares may be formed. 2. Fair. 3. Rather old-fashioned, but worked well, and tolerably good. 5. The mistress seems a painstaking and active woman. She requires more instruction herself, but I consider her fully capable of obtaining it. 6. This school is most diligently superintended by a committee of ladies, some of whom are almost always present. The consequence is, that there is a certain tone of soft and feminine behaviour pervading it, which I have not found anywhere except in York-street school, Swansea. A new central school has been erected for the whole town of Brecon, and the girls from the Pendre school, as well as those from the Llanfaes school, have been removed thither since my visit. The old school-room at Pendre has been given over for the boys' school. This arrangement cannot but prove advantageous to the town.

Bridgend.—Inspected 21st March, 1849. 1. Organized under a master and mistress, with five monitors in each school. 2. Good throughout both; much quietness and order in behaviour observed in both schools. 3. Instruction fairly advanced in nearly all subjects, but more books and maps much wanted. This school should have a pair of globes. 4. Methods judicious, quiet, and kind. 5. Master and mistress both regularly trained, and understanding their business thoroughly. Both going in for certificates. The master is a good musician, and has been one of the lay vicars of Chichester Cathedral. 6. The buildings old fashioned, round three sides of a small quadrangle planted with trees; cheerful and light. Children from the Union Workhouse are admitted into both schools, I think, wrongly. A class-room, which may also serve for an infant school, going to be built behind the rooms. More books, maps, and apparatus much wanted. Floor of boys' room quite worn through, and the boards in large holes.

Buttington.—This school at the time of my visit (early in October) was closed on account of an epidemic complaint; and the inspection was deferred at the request of the clergyman of the parish.

Burton.—Inspected 3rd October, 1849. 1. Organized under master and one pupil-teacher, in six classes, viz., three of boys, three of girls, sitting on different sides of the school. Two rows of parallel desks; classes in squares. Too many children in the third class, though the boys of that class are in two divisions. 2. Discipline good. 3. Same as at Central School, Westminster. 4. Instruction fair. 5. The master active and cheerful, but requires further study. 6. This school has been erected at the sole cost of J. H. Phillips, Esq., and is mainly supported by him. The room is well lighted on both sides, fairly ventilated, and clean. The floor is of plaster, with blocks let into the ground for supporting the forms. Cutaneous diseases of the head exist among the children, and they are generally not quite so clean as they should be. The district is one where very low wages are given.

Cadoxton juxta Neath.—Inspected 16th March, 1849. The school-house is just completed; a handsome and convenient edifice. A small girls' school is meantime kept in the vestry, and in good condition, under an intelligent mistress. Among the arrangements in the new school for boys is a ball-court at the end of the playground.

* The books used were, the Bible, the First and Second Reading Books, and the History of England, in the two upper classes; and the Second Reading Book in the 3rd class.

no relaxation in favour of the masters of Welsh schools should be proposed; for I am confident of their being able to submit to the full test applied to masters from other parts of the empire.

Another circumstance which struck me was, that not only these masters attacked the Welsh examination papers with spirit and success, but that they also answered the papers referring to the grammar and construction of the English language, in a manner that told much in their favour. My impression of the possibility of a people becoming bilingual has been greatly strengthened by the results of these examinations; and I trust that next year the pleasing anticipations I have already formed will not be disappointed by the candidates, who will then come forward.

The number of mistresses, who went into the general examinations in my district, was very small, owing, I believe, to the circumstance of their being obliged to present themselves for examination in the schools where they were trained, for the sake of fulfilling certain pecuniary stipulations, entered into with the societies, by whom these schools, are supported. The result of the Michaelmas examinations has not been made known to me at the time of compiling this Report; but I hope that it will prove to be, in proportion, as favourable to Wales as was that of the masters' examinations.

It is a hope entertained, by many of the warmest promoters of education in Wales, that measures will be adopted for instituting a Training School for mistresses, somewhere within the twelve counties; and I should conceive the town of Aberystwyth to be well calculated, by its social circumstances and central position, for such a purpose.

Pupil Teachers.

I cannot terminate my Report in a way more agreeable to my own feelings, than by stating the very great pleasure which has been afforded to me from the examination of pupil-teachers and candidates in various schools of my district. It constitutes one of the most pleasing portion of an Inspector's duties, and at the same time one of the most responsible, thus to be brought into contact with the most promising of the whole youth of the lower orders of the country of both sexes. And when the amount of sound religious feeling and knowledge, which these young people evince, is taken into consideration, coupled with their secular knowledge, beyond what might have been expected, and backed by the good conduct which their testimonials declare, it is impossible not to indulge in lofty expectations of the future destiny of one's country. I cannot but consider many of the young people, with whom I have thus become acquainted, as intended, under God's good providence, to become both a blessing and an honour to their native land; and the fact of so many young men and women now training, upon

a sound system of religious and secular education, for the office of parochial teachers, warrants the hope that parochial schools will, within a few years, be established on proper principles, and suitably maintained, in every village throughout Wales.

The acquirements of the pupil-teachers, and the candidates for that office, have not appeared to me more remarkable than the tone of their character and demeanour,—much more elevated than could be supposed by any one not practically acquainted with them. Were no other end attained, by the regulations of their Lordships, than the thus picking out and rewarding the best conducted of the children in any school, the country would have ample reason to be grateful: but, as it is, they are stimulated to mutual improvement; they are secured the means of good education; and they are placed in the way of becoming the pioneers of religion and knowledge for future generations.

Forty-seven schools in these eight counties have availed themselves of the advantages held out by the pupil-teacher system, and I expect, in my circuit next year, to find this number much increased. I look upon it as one of the most effective means for encouraging the promotion of sound knowledge and religious instruction that have yet been brought into operation; and I trust that the Legislature of the country will not be induced to limit too narrowly the public aid necessary for developing and carrying it into full effect.

I have the honor to be, Sir, &c.,

H. LONGUEVILLE JONES.

To the Secretary of the Committee of Council on Education.

APPENDIX.

TABLE showing the NUMBER of SCHOOLS under INSPECTION, in each COUNTY included in the Report for 1849, with the Numbers of those in which Pupil Teachers have been Examined, and those in which there are Masters or Mistresses with Augmentations of Salary.

COUNTIES.	Number of Schools under Inspection.	Number of Schools where Pupil Teachers have been Examined.	Number of Schools where Teachers hold Augmentations.
Brecon	11	3	..
Cardigan . . .	14	5	1
Carmarthen . . .	14	2	..
Glamorgan . . .	42	16	7
Merioneth . . .	10	1	1
Montgomery . .	16	7	3
Pembroke . . .	22	12	2
Radnor	2	1	..
Total . .	131	47	14

Report on the Training School of Carmarthen.

The Training School, Carmarthen, or South Wales Training School, was established in 1848 by the Welsh Education Committee of the National Society, aided by a grant of 3,000*l.* out of the Parliamentary Fund, and by the following donations, towards forming an exhibition fund for poor students.

	£.
His Royal Highness the Prince of Wales	100
Her Majesty the Queen Dowager	50
The Lord Bishop of St. David's	75
The Countess of Cawdor	100
Lord Dynevor	100
Lady Dynevor	100
Col. the Hon. G. Rice Trevor, M.P.	100
Viscount Emlyn, M.P.	75
Richard Blakemore, Esq., M.P.	100
D. Saunders Davies, Esq., M.P.	100
Howel Gwyn, Esq., M.P.	100
Sir Thos. Phillips	100
Rev. Robert Miles	25
W. O. Brigstocke, Esq.	25
J. Walters Phillips, Esq., Aberglasney	100
J. Nevill, Esq.	50
J. J. Harford, Esq.	30
D. Morris, Esq., M.P.	100
St. David's Church Union Society (annually)	20
Monmouth Board of Education (annually)	30
Llandaff Board of Education (annually)	30
Dean and Chapter of St. David's (annually)	15
J. Williams, Esq. (late M.P. for Coventry)	50
Mrs. Langdon	50
R. Goring Thomas, Esq.	10
Rev. W. Reed	50

At the first opening of this institution 22 students were admitted, and this number has since been increased to 31, though the building is calculated to contain 60. The edifice comprises a dining-hall, large study or school-room for the students, library, chapel, dormitories for the students, a separate apartment being boarded off for each, rooms for the Principal, Vice-Principal, and third master or chaplain, besides extensive offices of every description. The style of architecture is that of the 14th century, and it is highly effective and collegiate in its general character. Attached to the institution are eight acres of cultivable ground, upon some portions of which the students are encouraged to exercise themselves daily in learning horticultural and agricultural operations.

The age of the students varies from 17 to 23, and the regular course of instruction may be made to extend over three years; owing, however, to deficiency of pecuniary resources, many of the students are unable to remain as long as might be wished, and they are forced to seek for professional employment whenever vacancies occur in parochial schools.

According to the testimony of the Rev. the Principal of the Training School, the assiduity of the students is great, and is fully equalled by their docile and cheerful behaviour; in fact, a character of order, quietness, punctuality, and diligence, as well as of cleanliness and comfort, is almost sure to be formed by each of the young men who may remain a sufficient time within the walls of this institution. One of the three Professors is always present with the students during hours of business, and the discipline of the students is maintained more by vigilant inspection and hard intellectual work, than by any repressive means and stringent regulations of conduct.

In giving a general account of the regulations of the institution, the Principal has observed to me—

"The accompanying tables present the daily distribution of time and occupation. The prudent mixture of manual labour with sedentary employment seems to have a beneficial influence upon the health, spirits, and strength of the student. Not only has the institution been remarkably healthy, but the number of invalid cases has diminished, and a more even and unvarying state of good health established. Each student labours, when the weather permits, one hour per day. The climate, more than ordinarily wet, is adverse to regular out-door work during the course of the year. It is not prudent to expose young men, who are of necessity much under cover, and in rooms, the temperature of which is considerably raised by the heat engendered by their collective presence, to the sudden vicissitudes of a humid atmosphere and damp ground. The change is more than their frames can resist, and the ill effects of such exposure is manifest in colds, low fever, attacks in the head and chest, or, in short, in any part of the body in which there is any constitutional weakness. Another very great and serious objection to out-door labour in a wet climate is the wear and tear of clothes, which to poor men, expected to preserve a certain decency of appearance, cannot well be overrated. It is proposed to find employment under cover, such as carpenters' work, in order to obviate the necessity of injurious exposure to inclement weather.

The principle which pervades the entire discipline is to unite as much liberty and self-government as possible to the student, with freedom from exposure to great temptation. Prohibitions are, therefore, placed only on such things as necessarily lead to evil. For instance, restrictions are placed on spending time in town, except on two days in the week, when permission is given to visit it for the purchase of necessary things. At other times they may go to town with leave, on showing reasonable cause. The going to a tavern is entirely forbidden, as likewise the frequenting of private houses. With these exceptions, in their own leisure hours the students have free permission to walk in the

country. The necessity of being present at roll-call exercises sufficient restraint on the distance, without the necessity of a rule on the subject. The diet is simple, plain, and substantial. Bread and milk constitute the first and third meals. Meat, roast and boiled, in stews or pies, with a variety of vegetables, and puddings, with or without fruit, form their dinner. Tea is given in place of milk, where milk does not agree with the constitution."

I am happy to be able to add, from repeated personal inspection, and from public examination, that the intellectual condition of the students is highly satisfactory, reflecting, as I conceive, no small credit on the exertions and judgment of the officers of the Institution; and it may be fairly anticipated, without any chance of disappointment, that lasting and widespread good will be done to the cause of education throughout Wales by means of this institution.

H. Longueville Jones.

Appendix A.

Carmarthen Training School in connexion with the National Society for Promoting the Education of the Poor in the Principles of the Church of England.

General Rules relative to Admission.

The object of this institution is to qualify its pupils to fill with efficiency the office of schoolmaster in parochial schools of the Principality of Wales and the county of Monmouth.

Except in cases in which it may be otherwise determined by competent authority, no person shall become a pupil in the college before the completion of the seventeenth, nor after that of the twenty-fifth year of his age.

Candidates for admission will be required to read with intelligence; to write correctly from dictation; to work with accuracy the first four rules, simple and compound, of arithmetic, with reduction and the rule of three; to be acquainted with the outlines of geography, English grammar, and the history of the Holy Scriptures; and to be accurately instructed in the Church Catechism.

They will further be required to provide themselves with the following documents:—

1. Certificate from three householders, to be countersigned by the Minister of the parish:—

We, the undersigned, do certify that C. D. being desirous of preparing himself for the office of schoolmaster, has resided in the parish of for the space of , and that we believe him to be a member of the Church of England, and by character and attainments qualified for admission into the Training College.

Witness our hands, this day of , in the year of our Lord 18 .

_____

_____

_____

Countersigned by me,_____

of the parish of_____

2. A certificate of his baptismal register.
3. Medical certificate:—

I, A. B., do hereby certify that I have known C. D. for years, and, to the best of my knowledge, he has during that time enjoyed good health, with the exception of ; and I believe him to be a person of good constitution, and that he has undergone vaccination.

(Signed) _____

4. Letter of guarantee for the regular payment of the College fees:—

I hereby undertake to be responsible for the regular payment of the fees of during the period of his residence at the Training College.

(Signed) _____

Each person admitted into the Training College must be provided with the following articles of clothing, &c.:—

Two full suits of cloth clothes, 6 day shirts, 2 night ditto, 6 pairs of stockings, 2 black silk neckerchiefs, 4 pocket-handkerchiefs, 2 pairs of shoes, 1 pair of slippers, 1 hat, a hair-brush and comb, a tooth-brush, a clothes brush, a great-coat or cloak.

Each candidate whose preliminary qualifications and certificates are satisfactory, will be admitted into the College for three months on probation; and if during that period his disposition, conduct, and qualifications are approved, he will be enrolled as a registered pupil, and on making the following declaration, will be eligible to compete for vacant exhibitions:—

I, A. B., this day admitted a registered pupil of the Training College at Carmarthen, do hereby declare and solemnly profess my desire and intention dutifully to submit myself to the discipline of the same during such time as I shall continue in it.

Witness my hand, this day of , in the year of our Lord, 18 .

(Signed) _____

The reception days are Lady-day, Michaelmas-day, and the days of the College re-opening after the Midsummer and Christmas vacations.

Terms:—Twenty-one Pounds per annum, to be paid quarterly in advance. No extras whatever.

Exhibitions.

1. Exhibitions are tenable for a period not exceeding three years from the date of election.
2. They are, when vacant, open to the competition of all registered pupils, and shall be awarded by the Principal to those candidates whose general character and qualications, considered in connexion with their attainments, to be tested by examination, shall point them out as most eligible for election.
3. Exhibitions given by private individuals may be awarded by the donors to persons of their election, provided such persons, after three months' residence, shall have proved themselves worthy of being registered.
4. Exhibitioners are required to give security for refunding the amount expended on them in exhibitions, in case of their *voluntarily* leaving the College before the expiration of their full course of training, or of their quitting the office of schoolmaster in the principality of Wales or county of Monmouth within three years after they have entered on it.

5. No one will be received far a shorter term than one year. The ordinary course of training will extend over two years.

For the encouragement of untrained masters already in charge of schools, or appointed to schools, permission shall be granted to the former to attend the College during their vacation, and to the latter for a period not less than three months.

Appendix B.

Carmarthen Training School.

General Time Table.

5½ to 6	Rise, wash, and dress.
6 to 7	Private study.
7 to ¼8	Prayers.
¼8 to 8	Leisure.
8 to 8½	Breakfast.
8½ to 9	Leisure. Monitors attend to the pump, the lamps, the dusting of the rooms, &c.
9 to 12	Attend lectures.
12 to 5′ to 1	Industrial occupations.
5′ to 1 to 1	Prepare for dinner.
1 to 1¾	Dinner.
1¾ to 2	Leisure.
2 to 5	Attend lecture.
5 to 6	Industrial occupations. Monitors clean the black-boards, inspect the various rooms, and make out their reports.
6 to 6½	Leisure, and prepare for tea.
6½ to 7	Tea.
7 to 9	Private study. Lectures on the Welsh language.
9 to 9¼	Prayers.
9¼ to 10	Retire to rest.

Appendix C.

Table showing Daily Routine of Instruction for Students in Carmarthen Training School.

MORNING.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	9 to 10	Essay	Holy Scriptures	Oxford Catechism and Liturgy.	Holy Scriptures.	Oxford Catechism and Liturgy.	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	Latin	Natural Philosophy	English Composition	Natural Philosophy	Latin.
	11 „ 11½	Mental Exercises.		Lesson on Teaching	Mental Exercises	Lesson on Teaching	Spelling.
	11½ „ 12	Writing			Writing		
Second Class.	9 „ 10	Essay	Bible and Catechism	Liturgy	Bible and Catechism	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Composition	English Grammar	English Composition	English Grammar	English Composition	English Grammar.
	11 „ 11½	Mental Exercises.	Mental Exercises	Teaching	Mental Exercises	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		
Third Class.	9 „ 10	English Composition	Catechism	Bible	Bible	Liturgy	Collect, Epistle, and Gospel.
	10 „ 11	English Grammar	English Dictation	English Grammar	English Grammar.	English Dictation	
	11 „ 11½	Mental Arithmetic	Tables	Teaching	Mental Arithmetic	Teaching	Orthography.
	11½ „ 12	Writing	Writing		Writing		

AFTERNOON.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	2 to 3	General History	Geography	General History	Attend the Model School, or work in the Garden.	Geography	Holiday.
	3 „ 4½	Euclid and Algebra	Arithmetic	Euclid and Algebra		Arithmetic	
	4½ „ 5	Welsh Dictation	English Reading	Welsh			
Second Class.	2 „ 3	English History	Geography	English History	Same as the First Class	Geography	Holiday.
	3 „ 4½	Arithmetic	Algebra	Arithmetic		Algebra	
	4½ „ 5	Welsh	Welsh	Welsh		Welsh	
	8 „ 9						
Third Class.	2 „ 3	English History	Geography	English History	Same as the other Classes.	Geography	Holiday.
	3 „ 4½		The same as Second Class.	Second Class.			
	4½ „ 5	Welsh	Welsh	Welsh			
	7 „ 8	Mechanics	Mechanics	Mechanics.	Mechanics	Mechanics	

N.B.—Music on the Tuesday from 11 o'clock to 1, and on the Friday from 4 o'clock to 6. The two Welsh Classes are taken alternately from 4½ to 5 on the one day, and from 8 to 9 on the next.

Tabulated Reports, in detail, on the Schools Inspected in Wales, by Her Majesty's Inspector of Schools, the Rev. H. Longueville Jones, in the Year 1849.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Aberaeron.																																				
Boys' . . .	.	57	.	.	.	.	.	.	11	3	.	4	8	1	.	11	.	27	.	.	.	.	27	16	13	.	.	.	.	.	.	.	.	.	.	.	66
Girls' . . .	.	44	.	.	.	.	.	.	2	2	.	.	.	.	14	8	.	16	.	.	8	.	24	7	13	.	.	.	.	.	.	.	.	.	.	.	62
Aberdare N. S.																																				
Boys' . . .	1, 2 *g* 3 to 5 *m.*	58	.	.	.	.	.	4	6	18	1	4	10	.	22	16	.	14	.	13	30		18	14	28	87	11	12	6	2	1	4	1	.	.	124
Girls' . . .	1, 2 *f* 3 to 5 *m.*	69	.	58	11	.	.	11	.	11	.	.	11	16	14	28	.	11	.	.	58	.	27	14	28	65	18	23	10	6	13	7	9	15	152	90
Abergwill . . .	.	94	.	.	.	.	.	15	15	25	.	7	18	23	.	16	.	25	.	.	45	.	41	29	24	.	.	.	.	.	.	.	.	.	.	.	116
Arthog, in Llangelynin Parish		16	.	.	.	.	.	.	8	8	.	8	.	.	10	17	.	18	.	.	17	.	8	.	27	.	.	.	.	.	.	.	.	.	.	.	35
Barmouth.																																				
Boys' . . .	.	43	.	.	.	.	.	.	.	28	.	4	11	.	13	15	.	22	.	15	21	4	24	.	15	.	.	.	.	.	.	.	.	.	.	.	.
Girls' . . .	.	34	.	.	.	.	.	.	.	26	.	.	.	.	13	13	.	13	.	13	21	.	13	13	8	.	.	.	.	.	.	.	.	.	.	.	.
Berriew Endowed School.																																				
Boys' . . .	.	56	16	.	.	.	16	16	16	16	.	.	8	.	12	20	16	24	.	36	32	24	.	12	20	.	.	.	.	.	.	.	.	.	.	.	82
Girls' . . .	.	28	.	.	.	.	4	.	4	4	.	4	.	9	.	15	.	13	.	13	15	.	13	.	15	.	.	.	48	.	.	.	.	.	.	.	79

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Aberaeron, Boys'.—Inspected 30th July, 1849. 1. Under one master, in four classes, with no monitors; have never had any monitors. 2. Discipline bad, maintained at present with some difficulty. 3. Methods bad. 4. Instruction very moderate. The read- no mistress; in three classes, with one monitor for second class; other classes are taken by the master. 2. Fair. 3. Moderate. 4 Instruction good in arithmetic, but in other points moderate: the first class learn a little Scripture geography and a little

against it. Few persons visit this school, and those in nobody who practically superintends it, except the secretary of the school committee, and his occupation hardly admits of his doing this frequently. The building is new and good, but the furniture is indifferent, and school apparatus is deficient.

Aberaeron, Girls'.—Inspected 30th July, 1849. 1. Organised under one mistress, in four classes with two monitors. 2. Good. Some of the children have their hair closely cropped behind, but I disapprove of this altogether, except for the purpose of strengthening it. 3. Methods moderate. 4. Instruction very limited in extent, but fairly communicated as far as it goes. No other reading-book than the Bible for the two upper classes. The lower class consists almost of infants, and they learn neither reading nor writing. An extra class of backward girls is formed and taught in the class-room. 5. Mistress, aged 26, a respectable, cheerful woman, very limited in her acquirements. 6. The room is kept very clean, and is cheerful and fairly ventilated. This school owes its existence almost entirely to the active exertions of one lady in the small town of Aberaeron, and does not appear to be generally supported in the district as it deserves.

Aberdare, Boys'.—Inspected 20th June, 1849. 1. Organized under a master, in five classes, with four monitors, not relieved; and the monitors instructed after school hours. 2. Discipline good, considering the rudeness of the population. The parents and relations of the children are engaged principally as miners, and smelters of iron; and, though an honest, are a rough set of people. The cleanliness of the children was fair, taking the above circumstances into account. 3. Methods moderate. The master complained of the irregular attendance of the children, and of his inability to apply the usual methods of instruction effectively. 4. Instruction fair; but from the above circumstances, much allowance should be made for its limited extent. 5. Master trained at Westminster, aged 28; seems to take pains; has an arduous post. 6. New rooms, or enlarged ones at least, are greatly wanted. An infant school, too, would be of immense advantage to this place. The vicar is most anxious to provide proper accommodation for the school, but the death of the late Marquis of Bute has been of fatal consequence to all public undertakings in this part of the county. In few places would the aid of Her Majesty's Government be bestowed with better effect than at Aberdare.

Aberdare, Girls'.—Inspected 20th June, 1849. 1. Organized under a mistress, in classes, with five monitors. Discipline fair, considering the short time of the present mistress having held the school. 3. Methods fair. 4. Instruction limited in extent; moderate in general character. 5. Mistress trained at Westminster; has been in office here only a few months. 6. The school at the time of my visit was held in the Town-hall, as the old room was insufficient for the purpose; and the cleanliness of the place was not so much attended to as it ought to have been. A new school is of the utmost importance for the town; but a considerable sum of money would have to be raised for the purpose, and, as observed above, the death of the Marquis of Bute has put a stop to nearly all public works, and expectations of public aid.

Abergwili.—Inspected 5th July, 1849. 1. Organization, under a master, and a woman to teach sewing; the latter teaches the infants. In seven classes. No regular monitors, because children are said to be very irregular in their attendance. Classes not well arranged. 2. Moderate. 3. Fair on the whole, but not carried far enough in secular subjects; lower classes rather neglected. 4. Reading fair; writing moderate in general, or else bad. First class learn geography, and answered well; second class the same; third class joined to fourth, learn geography. 5. Master, aged 26, is willing and active, but has not been trained. He is a native of Abergwili, and wishes to improve himself. Salary 40*l*. No house. 6. Room 63 ft. × 20 ft. × 10 ft. high; tolerably clean; furniture moderate. Children very poor, ragged, dirty; diseased heads said by the master to be common in school. Village very poor.

Arthog, in Llangelynin Parish.—Inspected 27th August, 1849. 1. Under one master; buildings. Wages not bad in the district. School clean; fairly ventilated; cheerful. Children do not pay pence with sufficient regularity. As this was the first day of meeting after the holidays, and as harvest was in full operation, the school was seen to disadvantage, only eight boys and eight girls being present. Secular reading-books and maps much wanted.

Barmouth, Boys'.—Inspected 21st August, 1849. 1. Under one master, in four classes, with four monitors. 2. Good; kept up by kindness and activity. 3. Usual; fair. 4. Instructions fairly advanced, except in secular reading, and herein some better books are wanted. The boys seem well grounded in their knowledge, religious as well as secular. Maps well done by some of the boys on paper. 5. The master, aged 36, has studied navigation at Mr. Norie's school, London, and has a favourable certificate of examination, before Captain Bell, of the Trinity House, London. Teaches navigation to private pupils at Barmouth. Salary 25*l*. with house rent free. He does not live in it, but lets it, and lives with his wife, who keeps a shop in the town. The house is built on a sandy flat, behind sand hills, on the shore of the sea, and an acre of ground appropriated to the school, but not yet enclosed, though it might be cultivated like other land near it. There are two school-rooms, and a teacher's house between them; under these are three tenements, two of which are let out. The out-premises are too small, in bad repair, very dirty; the whole building requires repairs. The rooms are cheerful, tolerably clean, and well ventilated. Desks against walls. Classes in squares. Two globes in school, and a library of books, with some good sea-charts given by various persons. A good supply of engravings of natural history, bought by the master. Salaries of teachers in arrear, and master complains of 29*l*. being due to him for several years. Children mostly belong to seafaring people: tolerably clean, but ill clad.

Barmouth, Girls'.—Inspected 21st August, 1849. 1. Under one mistress, in three classes, with three monitors. 2. Good. 3. Fair. 4. Instruction not carried far enough; the lowest class does not learn arithmetic. Secular reading-books required. 5. Mistress aged 43. Salary 20*l*. per annum, and house rent free. Salary in arrear. The mistress is of pleasing demeanour, and highly spoken of in the parish. 6. House in bad repair; school-room clean; apparatus wanted.

Berriew Endowed School, Boys'.—Inspected 19th October, 1849. 1. Organized under one master, and two monitors paid by the trustees of the school. In four classes, with a monitor to the two lower from the first class, relieved weekly. 2. Good; boys well drilled, quiet and well behaved. 3. Fair. 4. Instruction good in general character, and especially in arithmetic. A large algebraical class formed, and working well. Mental arithmetic taught to all the classes. Writing good. 5. Master, aged 39, trained at a Lancasterian school in Salop; has been a schoolmaster 13 years, and 7¾ years in this school; very good musician, plays several instruments, and builds organs. Going to leave at Christmas. 6. Room 40×20×12; flat roof, ventilators in the corners of the ceilings; cheerful, light, clean. Desks against wall, with boys facing to the school. Classes in squares. Books, maps, and apparatus, new and good. This is an endowed school, with nearly 100*l*. per annum revenue. The master's house is peculiarly good. The total income is 113*l*. 8*s*. 4*d*., and the expenditure 103*l*. 7*s*. 9*d*.

Berriew Endowed School, Girls'.—Inspected 19th October, 1849. 1. Under one mistress (wife of the master), with her daughter aiding; in three classes, with monitors for each from first class, relieved weekly. 2. Good. 3. Too little reading; methods generally defective. 4. Instruction moderate; children read badly; seemed to know very little. Writing very moderate. 5. The mistress seems hardly equal to her situation. 6. Room 25 × 20 × 10; flat ceiling; over boys' room; light, cheerful, clean; desks against wall, with face to wall. More secular books wanted. Maps and apparatus not so large nor so good as in the boys' room. Excellent house for master and mistress. Children pay for 1*d*. per week use of books, &c.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Bettws, Carmarthen		12	.	.	.	.	.	.	.	.	.	.	2	.	.	.	.	.	5	.	.	.	.	28	13	31	.	.	.	.	.	.	.	.	.	.	79
Bettws, near Bridgend, Glamorgan.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bishopston, Glamorgan		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Borth		71	.	.	.	.	.	.	.	.	.	.	.	25	.	.	24	.	30	.	.	17	.	25	24	22	.	.	.	.	.	.	.	.	.	.	94
Brecon. Infant, N.S.		73	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	73	130	.	.	.	.	.	.	.	.	.	90
Brecon, Llanfaes		43	.	.	.	.	.	.	.	12	.	.	12	.	12	19	.	12	.	.	31	12	12	12	19	.	.	.	.	.	.	.	.	.	.	50
Brecon, Pendre. Girls	1 to 7 *f.*	81	.	54 (*a*)	10 (*b*)	.	39	29	20	29	.	.	10	.	29	42	.	29	5	29	35	20	19	13	29	22	15	16	25	20	14	7	1	20	30	87
Bridgend. Boys	*f* and *c.*	79	.	1	.	.	.	16	16	31	1	12	16	15	24	24	12	31	.	31	48	.	29	10	24	41	15	12	9	8	2	4	2	58	68	86
Girls	Fair.	76	.	16 (*c*)	76 (*a*)	.	.	16	16	16	.	5	16	11	15	34	.	27	.	27	49	16	11	30	19	38	18	10	8	8	5	3	5	51	57	72
Buttington		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Burton	1 2 *g* 3 *f.*	71	.	.	.	.	.	13	22	38	4	6	8	15	23	30	.	28	8	13	43	13	13	43	.	32	9	13	12	18	4	8	.	17	40	70
Cadoxton juxta Neath		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(*a*) To sew or knit. (*b*) To make clothes. (*c*) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

of, because nearly all the children were absent in the hay harvest. 2. Discipline assumed fairly maintained, but could hardly be estimated, for the same reason. 3. Methods very moderate indeed. 4. Instruction far too limited; reading moderate; writing bad. 5. Master, aged 34, one of Madame Bevan's masters. Salary 30*l*., paid by Madame Bevan. Committee children of the school do not pay anything at all. 6. Room 40 ft. × 15 ft. × 12 ft., wants washing, cleansing, and repairing. All the boys present were without shoes and stockings, and nearly all in rags. Reading moderate. All Welsh children, and I conducted the examination entirely in Welsh. This school wants reorganizing, and altering in many things. The district is a remote one, but is traversed by a railroad.

Bettws, near Bridgend, Glamorgan.—This school was closed at the time of my visit to this part of the county (the first half of June, 1849); a new master was going to be appointed, and various improvements were contemplated.

Bishopston, Glamorgan.—This school was rebuilding at the time of my visiting the district, and no instruction, for the time being, was going on. The school has been since opened.

Borth.—Inspected 15th August, 1849. 1. Under one master, in five classes, with five monitors. No mistress, not even to teach work, from deficiency of funds. 2. Discipline good, but maintained rather sharply. The population (of fishermen and sailors) very rough, and the master on coming had a hard task to perform. Strap used. 3. Such as a man not yet trained, but zealous, would adopt. 4. Instruction moderate. The fourth and fifth classes do not learn writing nor arithmetic. No geography taught yet; but a supply of maps has been given, and it is going to be taught. Reading fair, as far as it goes. Children translate fairly from English to Welsh; but not from Welsh to English. Arithmetic, as far as it goes, well understood, and well taught. Writing moderate. Children find their own copy-books, and no regularity is observed. 5. Master, aged 40, was six years one of Madame Bevan's masters, but is so no longer. Has been in the school seven years. Is going to Carmarthen to train. Active and intelligent. Salary 25*l*. a year, without a house. 6. Room serves as a church; built through the exertions of the Miss Pritchards, of Aberystwyth, with a Government grant of 108*l*. Large, good, well ventilated, and tolerably clean. Furniture good, and sufficient. The population wretchedly poor, mostly sailors and fishermen; but the children, considering the condition of their parents, fairly clad, and clean, though very many without shoes and stockings. Children ought all to pay pence, but do not; not more than 3*l* annually collected in this way. The landowners do not support the school as liberally as they ought, though the land is good in great part of the parish. The Miss Pritchards find all the books, and keep the building in repair at their own private cost.

Brecon, N. S., Infant.—Inspected 18th Sept., 1849. 1. Organized under a mistress, with a young person paid to assist. Will be better when a pupil-teacher aids the mistress. 2. Good. 3. Suggestive method fairly carried out; not too much being suggested to the child at once. Questions fair. Explanations good. 4. Reading from easy lessons, 1 and 2. Cards of animals and places. Catechism well repeated and understood. Writing fair. 5. The mistress seems well qualified to conduct the school. 6. The present school-room is only a provisional one. At Christmas the school will be transferred to the new central school.

Brecon, Llanfaes.—Inspected 25th June, 1849. 1. Organized under one mistress for girls and little boys, in four classes, under four monitors. 2. Fair. 3. Methods fair, though not quite so well carried out as they should be. 4. The general character of the my visit was about to be closed, and the scholars sent to the new central schools assisting in Brecon for the use of the whole town, of which Llanfaes is only a suburb. The change has since that period been effected, and the mistress has been appointed to a school in another part of the country. The old schoolhouse of Llanfaes is in the churchyard adjoining the church, and comprises two rooms of low elevation, one above the other.

Brecon (Pendre).—Inspected 24th August, 1849. 1. Organized under one mistress. Seven classes with seven monitors. In the old school room, the central space was all taken up with desks; in the new school-room, classes in squares may be formed. 2. Fair. 3. Rather old-fashioned, but worked well, and tolerably good. 5. The mistress seems a painstaking and active woman. She requires more instruction herself, but I consider her fully capable of obtaining it. 6. This school is most diligently superintended by a committee of ladies, some of whom are almost always present. The consequence is, that there is a certain tone of soft and feminine behaviour pervading it, which I have not found anywhere except in York-street school, Swansea. A new central school has been erected for the whole town of Brecon, and the girls from the Pendre school, as well as those from the Llanfaes school, have been removed thither since my visit. The old school-room at Pendre has been given over for the boys' school. This arrangement cannot but prove advantageous to the town.

Bridgend.—Inspected 21st March, 1849. 1. Organized under a master and mistress, with five monitors in each school. 2. Good throughout both; much quietness and order in behaviour observed in both schools. 3. Instruction fairly advanced in nearly all subjects, but more books and maps much wanted. This school should have a pair of globes. 4. Methods judicious, quiet, and kind. 5. Master and mistress both regularly trained, and understanding their business thoroughly. Both going in for certificates. The master is a good musician, and has been one of the lay vicars of Chichester Cathedral. 6. The buildings old fashioned, round three sides of a small quadrangle planted with trees; cheerful and light. Children from the Union Workhouse are admitted into both schools, I think, wrongly. A class-room, which may also serve for an infant school, going to be built behind the rooms. More books, maps, and apparatus much wanted. Floor of boys room quite worn through, and the boards in large holes.

Buttington.—This school at the time of my visit (early in October) was closed on account of an epidemic complaint; and the inspection was deferred at the request of the clergyman of the parish.

Burton.—Inspected 3rd October, 1849. 1. Organized under master and one pupil-teacher, in six classes, viz., three of boys, three of girls, sitting on different sides of the school. Two rows of parallel desks; classes in squares. Too many children in the third class, though the boys of that class are in two divisions. 2. Discipline good. 3. Same as at Central School, Westminster. 4. Instruction fair. 5. The master active and cheerful, but requires further study. 6. This school has been erected at the sole cost of J. H. Phillips, Esq., and is mainly supported by him. The room is well lighted on both sides, fairly ventilated, and clean. The floor is of plaster, with blocks let into the ground for supporting the forms. Cutaneous diseases of the head exist among the children, and they are generally not quite so clean as they should be. The district is one where very low wages are given.

Cadoxton juxta Neath.—Inspected 16th March, 1849. The school-house is just completed; a handsome and convenient edifice. A small girls' school is meantime kept in the vestry, and in good condition, under an intelligent mistress. Among the arrangements in the new school for boys is a ball-court at the end of the playground.

* The books used were, the Bible, the First and Second Reading Books, and the History of England, in the two upper classes; and the Second Reading Book in the 3rd class.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Cadoxton & Merthyrdovan		20	.	.	.	.	.	4	4	4	.	4	7	.	.	9	.	4	.	.	16	.	4	7	9	.	.	.	.	.	.	.	.	.	.	30
Cardiff, N.S. (St. Mary's.) Boys' . . .	1 to 6 *f.*	142	3	6	.	.	3	.	19	41	6	6	12	6	47	25	4	19	6	41	76	41	41	23	76	74	22	18	8	7	7	1	155	297	108
Cardiff, St. Mary's. Girls' . . .	1 to 3 *g* 4 to 6 *t.*	.	.	84 (*a*)	.	.	.	.	42	42	.	2	4	4	66	45	.	22	5	20	55	18	24	42	45	62	14	11	8	4	12	7	3	253	374	100
Cardigan, St. Mary's. Boys' . . .	.	132	.	.	.	.	.	.	32	32	.	.	19	13	17	27	.	58	.	.	74	19	30	18	65	.	.	.	.	.	.	.	.	.	.	128
Girls' . . .	.	149	.	.	.	.	.	.	43	43	.	.	26	.	62	37	.	88	.	.	61	26	36	19	68	.	.	.	.	.	.	.	.	.	.	132
Cenarth. . . .	.	62	.	.	.	.	.	27	27	27	.	.	27	21	.	14	.	48	.	.	14	.	27	21	14	.	.	.	.	.	.	.	.	.	.	73
Churchstoke. .	.	39	.	.	.	.	.	8	8	8	.	7	6	.	17	9	.	14	.	8	25	8	9	13	9	24	10	16	16	8	3	3	2	30	38	52
Cilgerran . . . Boys & Girls	1 to 5 *f.*	80	.	.	.	3	3	6	6	33	4	5	5	14	8	16	.	30	.	8	31	6	28	23	22	.	.	.	.	.	.	.	.	.	.	91
Cowbridge . .	.	30	.	.	.	.	.	10		10	10	.	.	.	10	15	.	24	.	.	.	10	10	10	15	.	.	.	.	.	.	.	.	.	.	50
Coychurch, Glamorgan		.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(*a*) To sew or knit.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 6. Master and Mistress. 6. Special.

Cadoxton and Merthyrdovan.—Inspected 7th June, 1849. 1. Organized under a mistress (the funds being too small to support a master), into classes, and a beginning class of infants. No monitors. 2. Fair discipline, considering the circumstances of the case. 3. Mistress absent. 4. Instruction; reading-books, Bible, History of England, First Reading Book, and Bible Abridgment. Arithmetic, as far as simple proportion;

Cenarth.—Inspected 17th July, 1849. 1. Organized under a master, in four classes, with three monitors. 2. Discipline good; school in good order, children quiet and clean. 3. Methods of Central Training School at Westminster used. 4. Instruction fairly carried out. Reading fair; children understand what they read, and explain in Welsh: some quite beginners. Arithmetic fair. Writin o upper class good; of

first four rules, simple and compound, had reduction. Writing, moderate in character throughout the school. 5. Mistress was confined at the time, and her husband was taking care of the school in her stead: described to me, by the curate, as a respectable and proper mistress, and doing her duty satisfactorily. Her salary 20*l* ; 12*l*. subscriptions, and 11*l*. school pence; house and garden free. 6. The school was built only two years ago. It is substantial, fairly ventilated, cheerful, and clean Dimensions 20 feet by 15 feet. Maps, books, and apparatus, greatly wanted; still more, sufficient funds. The population of Cadoxton, 230; that of Merthyrdovan (which joins the school) is still less: but the exact number was not known.

Cardiff (*St. Mary's*), Boys'.—Inspected 16th Feb., 1849. 1. Good. Under an efficient master, aided by the clergyman and his curate, as well as periodically by the committee of managers. 2. Enforced mildly. Silence not quite so much maintained as it might be, but the school is a new one; the attention of the teachers has been called to this point. 3. On the whole judicious, but some improvements have been suggested as to individual teaching, which will be attended to. 4. Intelligent; and in the upper class of boys carried as far as decimals, fractions, and mensuration. Geographical knowledge good. Writing good. 5. Master remarkably intelligent, certificated, and going to try for a second-class certificate. 6. Great credit due to the Rev. W. Leigh Morgan, the incumbent, through whose personal exertions the school has been in nine months brought up to its present satisfactory condition.

Cardiff (*St. Mary's*), Girls'.—Inspected 27th March, 1849. 1. Organization: under a mistress and five monitors. 2. Well maintained, and cheerfully. 3. Good. The main defect was, that the classes were not taught quite so quietly as they might be. 6. This school is in good condition, like that for the boys. It is much attended to by a committee of ladies and the parochial clergy. 4. Instruction good. 5. Mistress holds a certificate of the third class. One of the greatest improvements that could be effected would be, the setting up of an infant school connected with it, to draft off the younger children, who now tend to keep down the character of the instruction given.

Cardigan (*St. Mary's*), Boys'.—Inspected 24th July, 1849. 1. Organized under one master, in eight classes, with eight monitors on duty out of 19 relieved weekly. 2. Discipline fair. 3. Methods of Central School used here. 4. Instruction fair, but not extended enough to the lower classes in arithmetic. First and second classes learn geography and grammar. The eighth class is a backward draft of elder boys lately come, and hitherto neglected; likely to remain only a short time in the school. 6. The school-room has been finished very recently, and is externally of handsome appearance; but the arrangements inside do not correspond to the outward promise; and by a fault, very common among architects, the ventilation is not so good as it might be. There is a tolerable house and garden for the master, attached. Furniture fair; maps good. 5. The master, at the time of my visit, holding a certificate of merit, second class, second division, was just going to leave for the Model School at Abergavenny.

Cardigan (*St. Mary's*), Girls'.—Inspected 24th July, 1849. 1. Organized under one mistress, in eight classes, with eight monitors. Monitors not relieved, but taught after school in the evening. 2. Discipline fair, school clean and quiet. 3. Methods good. 4. Instruction fair, but should be carried further in secular reading and in arithmetic. First and second classes learn geography and grammar. The seventh class is an extra draft of backward girls. 5. Mistress holds a third-class certificate. 6. Room moderately ventilated. Furniture and maps sufficient.

NOTE.—It should be observed, that these schools had been in operation only nine months at the time of my visit.

the others, moderate. Geography of first and second classes good. History fair. Singing, from Hullah's books, moderate. 5. Master trained at Westminster. No house. Children pay 2*s*. 6*d*. a quarter each, except a few, who are sent free. Room too small, and too slight in the flooring; fairly ventilated, however, at least at the time of my visit, and clean. No book premises, nor conveniences. Rooms underneath school offered to the master to live in, but declined.

Churchstoke.—Inspected 25th September, 1849. 1. Under one master, and one woman to teach sewing. The latter keeps a dame-school in the village, and attends national school in the afternoon with her pupils. Divided into four classes, with one pupil-teacher, and one monitor. 2. Fair. 3. Good. 4. Instruction fair. 5. The master holds a second-class certificate. He is going to leave this school at Christmas. 6. Two rooms; upper for working, lower for school. No class-room. Master's house adjoining. Clean and light, well ventilated, and windows on both sides. Desks along walls. Classes on benches, but not in squares; this is bad. Stone floor. Children tolerably well clad. Maps and apparatus sufficient and good.

Cilgerran.—Inspected 18th July, 1849. 1. Organized under a master, and a mistress for sewing only, in eight classes, with monitors. 2. Discipline fair; but rather noisy, because the master has to do all the work; the mistress being incompetent to teach. 3. Methods moderate. 4. Instruction fair, but might be carried on further. The girls are under a disadvantage here; they learn with the boys in the morning, but in the afternoon, work only. A competent mistress is wanted. 5. Master a very willing and well-conducted man, anxious to improve himself by study. Mistress about to leave. 6. Children all purely Welsh, hardly speaking English; some in the upper classes answered fairly. Rooms built in 1845; pretty design. Good house for the master; clean, well arranged, well ventilated; out-buildings good. Play grounds separate for each school; good garden for the master. Boys and girls in one room, with division between. Girls all in costume, white caps and large white capes, furnished by some ladies. Desks against walls. Children formed in squares of classes. Books for secular reading much wanted. Apparatus fair.

Cowbridge.—Inspected 12th June, 1849. 1. Organized under a master. No mistress. Intended for boys only; but girls admitted to make up funds and numbers. In four classes under monitors. Classes arranged in squares, with desks against the wall. 2. Discipline fair Children fair in cleanliness and clothing. 4. Reading fair, in History of England, Testament, Nos. 1 and 2 of Central Society's books. Arithmetic, up to fractions and decimals, for upper boys. Writing fair, but in general too small. Tables heard regularly. 3. Methods moderate. The master does nearly all the work himself. 5. Master trained at Westminster, 20 years ago, cannot teach singing or music. No work is taught to the girls. 6. Small reading library attached to the school. Room clean and cheerful, moderately ventilated, and in good repair. Above 50 children, including 12 to 14 girls, usually attend. 70 names on books. Epidemic raging in the town, only 30 children present. Subscriptions (1847) 30*l*. Interest of bequest in Three per Cent. Consols, 6*l*. 16*s*. Sunday-school pays 1*l*. to the subscription. Children pay 2*d*. each—20*l*. per annum. Master is guaranteed 40*l*. per annum, without house. Conveyed to trustees for National Society.

Coychurch, Glamorgan.—This school was closed at the time of my visiting this portion of Glamorgan; but has since, I understand, been re-opened and improved.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children Learning: Algebra.	Monsuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children Learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Darowen																																				24
Dolgellau.																																				
Infants'																																				
,, Mixed	1 to 7 *g.*	82				14	14	14	14	27		2	12	4	13	29		40		8	42	14	13	37	18	20	22	17	10	9	11	8	3	69	95	83
Dowlais, Sir John Guest's Schools.																																				
Boys' Upper School		46	46	46	46	46	46	46	46	46	46						46	23		46		46													45
,, Lower School		113				48	113	24	24	113		24	24	28	37			48			65	24	52	37											141
Girls'		113					38	38	18	113		18	20	20	25	30	18	40			55	18	40	25	30										162
Banwen Infant School		30																																		50
Gellifaelog Infant School		112																																		140
Gwernllwyn Infant School		100																																		180
Hay, N.S.																																				
Boys'		87						19	19	37		19		18	21	29		37			50	37	21		29	40	14	14	18	13	12	7	2	43	46	
Girls'		52							14	24			14		14	28		19			38	14	10	15	13	2	9	13	4	6	6			39	16	

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Darowen.—Inspected 30th August, 1849. I found the school closed for the holidays at the time of my visit, and the master gone to Machynlleth, to study under the master of the National school there. The vicar gives me an indifferent character of the master, who was addicted to drinking, and the school had dwindled down to 24 children, though calculated for 70. The vicar had but newly taken possession of the living, and was inclined to remove the master, but had given him one more trial. The room was built in

tors; but the first 14 girls of the first class, who are clothed by Lady Charlotte Guest, aid the assistant-mistresses in teaching. 2. Discipline good; school quiet; children well-behaved. 3. Methods good. 4. Instruction fairly carried out; the children answered very intelligently in the upper classes. Nevertheless, I do not consider the girls' school in as good a condition, relatively, as the boys'. The girls might be further advanced. 5. The head mistress is wife of the master of the boys' upper school, and

1841. 40 × 18 × 12 feet, open to roof, in good repair, clean, well lighted, tile floor, tables, not desks. Annual subscriptions 21*l.* (including 5*l.* from the vicar, and from the rector 5*l.*) No house for a master. Maps and books wanted for this school. The population 1000, but the parish large, extending over the hills; very remote and difficult of access; manners of the people very rough and primitive; not particularly hostile to the Church.

Dolgellau, Infants'.—Inspected 20th August, 1849. This school is in a very depressed condition at the present moment, and there are only 24 in usual attendance, because the mistress has been recently dismissed for bad conduct (*evicted*). The age of the eldest child is six, of the youngest three. Children only moderately advanced. Room 40 × 20 × 16 feet; one half used as a sewing-school for girls from upper school, with curtain drawn across. Clean and cheerful.

Dolgellau, Mixed.—Inspected 23rd August, 1849. 1. Organized under one master, in seven classes, with seven monitors; classes all seated at parallel desks extending the whole length of the room. 2. Discipline excellent. 3. Methods include all the recent improvements. 4. Instruction well advanced, though more secular reading is required, and the arithmetic might be carried out further. 5. Master holds a third-class certificate. He has much patience, and possesses the affection of the children. He is studious and well-informed himself. 6. The school-room is newly built, and forms part of a handsome commodious edifice: it is clean, light, well ventilated, and cheerful. Some excellent drawings and maps were shown me, the productions of the upper class. This is by far the best school in the county of Merioneth.

Dowlais, Sir John Guest's Schools. Boys' U.S.—Inspected 22nd June, 1849. 1. Organized under one master in one class, all seated at parallel desks, rising one above the other. 2. Discipline excellent. 3. Methods excellent. 4. Instruction carried higher, in the particular subjects to which it extends, than in any other school in the principality; and much higher than in most private schools in any part of the county. The knowledge of algebra includes quadratic equations. Tate's Mechanics is in the hands of nearly all the boys; several volumes of the *Instructor* are used here. The knowledge of modern history (as well as of ancient) possessed by the boys is very remarkable, including all the political events and characters of the most recent times. The religious knowledge of the boys is solid, and widely based on the Bible; they understand the Catechism thoroughly, and can quote Scripture in proof. They all sing from Hullah's books; and their model-drawing is highly creditable both to the master and to themselves. The style of their handwriting is bold, large, and symmetrical, and hardly any provincialisms are to be observed in their conversation. A large proportion of the boys understand and speak Welsh. 5. The master holds a third-class certificate, and deserves great credit on account of the excellent condition of his school. He also superintends the lower school, though his attention is almost exclusively devoted to the upper. 6. So good a school deserves an equally good room; which will doubtless be, some day or other, supplied by the same liberal hand that mainly supports the intellectual portion of the institution.

Dowlais, Sir John Guest's Schools, Boys' U.S.—Inspected 22nd June, 1849. 1. Organized under two assistant masters (the head master being the master of the upper school), in four classes, but without any monitors. Boys all sitting at parallel desks, extending down the whole length of the room. 2. Discipline good. 3. Methods good; explanations and illustrations excellently conveyed; questions good. 4. Instruction good and solid. Religious knowledge good. Much attention paid to etymology in the upper classes; writing good. 5. Masters aged 20 and 18, both trained in London. 6. The school well found in apparatus, books, &c. It is much to be desired that a better room could be found for so excellent an institution.

Dowlais, Sir John Guest's Schools, Girls'.—Inspected 21st June, 1849. 1. Organized under one head mistress and two assistant mistresses, in six classes, with no regular monitors. 2. Discipline fair, considering that the children came from the "underground," or mining population of the iron-works, and that the school has been only six months in operation. 3. Methods fair; but not yet fully developed. 4. Instruction fair, for the short time of the school's existence. 5. The mistress, aged 20, has been brought up in the Dowlais school, is a native of the place, and therefore has more control over the children, from being thoroughly accustomed to the ways of their parents. 6. This school has been set up at the entrance of the mines, high up on the hill side, amidst the wildest and rudest of the people; it works well already, and will no doubt produce much good. The room is rather too small, being only 18 feet square. It is kept as clean as circumstances will admit.

Dowlais, Sir John Guest's Schools, Gellifaelog, Infant.—Inspected 22nd June, 1849. 1. Organized under one head master, and an assistant mistress. 2. Discipline good, and evidently maintained in a kind manner. 3. Methods: the usual ones fairly carried into effect. 4. Instruction: Natural history much attended to, besides the ordinary course of reading, spelling, and arithmetic. Mental arithmetic commenced. 5. The mistress an active person, aided by a young girl, paid. 6. Some more pictures and apparatus wanted in this school. It has been open only nine months, and is situated at the bottom of Dowlais, on the road to Merthyr Tydfil, in rather a confined situation. The room is large and clean, though not very cheerful nor lofty in elevation. It is, however, fairly ventilated, and boarded on the floor.

Gwernllwyn, Sir John Guest's School, Infant.—Inspected 23rd June, 1849. 1. Organized under one head master (who is over two other infant schools) and a female teacher. 2. Discipline good, maintained mildly and quietly. 3. Methods good, comprising all the latest improvements. 4. Master's salary, 60*l.*; mistress's 20*l.* Both intelligent and taking great pains (the latter is since dead of the cholera). 5. Instruction advanced. The children are here fully qualified for entering into the boys' and girls' schools; so that the labour in the latter is much diminished. 6. Room large; but rather damp and dark; ventilation fair.

Hay, N. S., Boys.—Inspected 27th June, 1849. 1. Organized in four classes, with four monitors and one assistant master. Classes in squares; desks against the wall, but parallel desks going to be put up. 2. Discipline good. 3. Methods intelligent, and carried out with activity. 4. The general character of the instruction was good, and showed accuracy. 5. The master is active, and gains the attention of his pupils. 6. In this school I found 18 boy from the union workhouse, and objected to their introduction. The room is peculiarly cheerful, well ventilated and lighted, as well as clean. Divided from the girls' school by large doors, so that both schools can be thrown into one if wanted.

Hay, Girls'.—Inspected 27th June, 1849. 1. Organized under one mistress, in four classes, with four monitors. 2. Discipline fair. 4. The general character of the instruction appeared good, though the writing was indifferent. But I was not able to judge of the girls' school fairly, because the mistress was absent at a training-school, and the school was held by one of her brothers, the teachers in the boys' school. Eleven of the children present were from the union workhouse. An infant school is much wanted in Hay.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children Learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children Learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	From Copies.	Number of Children Writing on Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Henfynyw	.	57	.	.	.	.	.	.	4	.	.	6	.	6	6	39	.	24	.	.	33	.	12	6	39	.	.	.	.	.	.	.	.	.	.	74
Jeffreyston	.	82	.	.	.	.	.	.	.	.	.	2	14	.	21	45	.	16	.	.	37	.	37	16	29	.	.	.	.	.	.	.	.	.	.	80
Johnston	.	61	.	.	.	.	.	.	.	8	.	1	3	.	12	24	.	45	.	.	16	.	19	23	19	.	.	.	.	.	.	.	.	.	.	118
Knighton, Infants'	.	47	.	.	.	.	.	.	.	.	.	.	.	.	20	17	.	.	.	.	12	.	.	20	17	10	.	.	.	.	.	.	.	.	.	60
Knighton (Upper School) Mixed	.	45	.	.	.	.	.	12	12	29	2	2	8	17	16	.	12	12	12	29	33	12	17	16	.	7	16	10	10	17	10	1	2	4	.	71
Llampeter Velfry	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50
Llanarth	.	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50
Llanddewi Aberarth		47	.	.	.	.	.	.	21	21	.	.	21	.	.	7	.	28	.	.	.	.	18	8	11	.	.	.	.	.	.	.	.	.	.	54
Llanddewi Velfry	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
L'andeilo, Tal-y-Bont. Boys'	.	57	.	.	.	.	.	.	.	.	.	8	6	4	6	12	.	12	.	.	12	.	25	20	6	9	9	8	12	7	12	6	4	40	40	60
Girls'	.	53	.	.	17 (a)	.	.	.	.	.	.	8	.	.	.	5	.	8	.	.	12	.	27	13	8	7	4	15	9	7	11	7	20	.	.	.

(a) Sew or knit.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Henfynyw.—Inspected 26th July, 1849. 1. Organized under one master, in three classes, boys and girls. 57 boys and 17 girls on books. 2. Discipline imperfect. 3. Methods simultaneous. 4. Instruction: three or four children learn English grammar, carried out as efficiently as they should be. There is a total want of all kinds of all apparatus. 4. Better than might be expected: some boys are working decimals and fractions, but the girls are very backward in arithmetic. 5. Master and mistress, man

small, over the parish stable; will not hold more than 40 children, with any allowance for health, and proper arrangements. Furniture bad. Maps and apparatus none. Floor excessively dirty, and ventilation very defective. The curate of the parish, who was present, ordered it to be cleaned immediately. Dissenters' children come here, and they subscribe towards the school. Catechism not taught; and children not forced to go to church. An improved school would fill well here.

Jeffreyston.—Inspected 23rd February, 1849. 1. Under a master and sewing-mistress, assisted by monitors. 2. Tolerable. 3. Moderate. 4. Not far advanced, excepting arithmetic. Waiting for, and wanting books and apparatus. 5. Master intelligent, but wants cultivation and study. Wishes to try for a certificate at a future period. 6. Building too small, and rather dirty; out-buildings insufficient and bad.

Johnston.—Inspected 27th February, 1849. 1. Organized under a master, divided into classes, according to subjects. Parallel desks used. Two monitors help the master. 2. Not quite so good as might be desired. Children rather unruly, and dirty in habits. Master wants method to make the discipline uniform. 3. Indifferent. Master wants help of a stipendiary monitor. 4. Instruction moderate in general character. Books of secular reading not used, except Vyse's Spelling Book. Upper class answered well in geography. History not taught. 5. Master an intelligent and active man, has been an exciseman; kind in temper. 6. The room inadequate in size, and badly ventilated. In great want of apparatus and books. Master's house adjoining; not in good condition. Out-buildings insufficient.

Knighton, Infant.—Inspected 20th September, 1849. 1. Organized under a mistress, with her daughter as assistant monitor. 2. Discipline good. 3. Methods fair. 4. Instruction fairly conveyed. 5. Mistress a respectable and intelligent person, who has been here upwards of 16 years, widow of the late master of the upper school. 6. The school is held in some of the rooms of a house rented for the purpose. They are rather small for the purpose, but much attention is paid to the ventilation. A new set of school-rooms would be of advantage to the town.

Knighton (Upper School), Mixed.—Inspected 24th September, 1849. 1. Under one master, in four classes, with four monitors. 2. Good as far as could be judged. The master took possession only this day for the first time, and it was the first day after the holidays. 3. Could hardly be judged of, but fair apparently. 4. Instruction fair. 5. The master, aged 29, not trained, but has been a master 14 years; salary 40*l.*, and 5*l.* allowed for house-rent. 6. This school was seen to disadvantage, because it was the first day of meeting after the holidays, under a new master. The clergyman of the parish lives close by, and visits it daily. It has hitherto been an effective school.

Lampeter Velfry.—Inspected 2nd March 1849. 1. Organized in two schools, boys and girls, under a master and mistress, aided by monitors. School-room divided by a wooden partition only four feet high. 2. Rather defective, owing to the irregular attendance of the children, who, as some of them live at good distances, are often kept at home on account of weather, or for work. 3. The usual methods, but not

Rev. Griffith Jones. 5. Master, aged 39, salary 20*l.*, including 4*l.* from Betton's Charity. Was formerly a dissenting preacher. Rather an intelligent man. 6. The cottage, or room, in which the school is held, is of the most miserable description; rented by the incumbent of the parish, at 1*l.* 5*s.* per annum; built up a hill, with the original ground never smoothed down; thatched, dark, dirty. Altogether as miserable as can be conceived. The incumbent is doing all he can to get ground given for a new school-house; but the tenants of the landowners object to having a school near them, on account of the conduct of the children; although there are two good sites that may be had. The children do not pay anything, and find their own books. They were intelligent, several of them, and a good feeling existed in the school, but it requires being brought out.

Llanddewi Aberarth.—Inspected 2nd August, 1849. 1. Organized under one master, in four classes, without monitors, for boys and girls, mixed. 2. Discipline defective. The master has been here only a short time; the old master, now dead, had neglected the discipline altogether. 3. Moderate. 4. Instruction: first class learn "Lennie's" English Grammar. Reading fair. Children understand English, and can translate into Welsh. Arithmetic fair; writing moderate. Children, on being dismissed, said the Lord's Prayer in Welsh. 5. Master, aged 32, married; salary 20*l.*, with no house. Trained one month at Brecon. 6. Room 40 × 20 × 10 feet, with nine rows of paralled desks, filling the whole space; going to be repaired and floored this next vacation: now in great need of it. Children do not pay pence. A change in this recommended. Devoid of all kinds of maps, apparatus, &c.

Llanddewi Velfry.—Visited 2nd March, 1849. This school, at the time of my visit, was closed, the master having gone to the Training College at Carmarthen to obtain further instruction; and it was intended to re-open the school in the autumn in an improved form. A grant of 150*l.* had been applied for, and allowed by the Committee of Council on Education, but had not been taken.

Llandeilo (Tal-y-Font)—Inspected 15th March, 1849. 1. Two schools, under a master and mistress (man and wife). In both schools there seems to be an upper class of farmers' children, absorbing the educational efforts of the teachers. 2. Fair in both schools. 3. Indifferent. 4. Backward, in some respects, from there not being a sufficient number of teachers in the schools. Geography not taught at all, nor history. Boys in upper class read well, write well, and work sums in compound proportion and mensuration; but all the rest of the school backward. Girls in upper class read well, write well, and work compound rules and fractions; the rest of the girls do not learn arithmetic at all. The second class of girls read and spell fairly. More books and apparatus are wanted. No reading books now used, except Bibles. 5. Master an active man, and knows algebra as far as simple equations. He intends, at a future period, going in for his certificate. The mistress a quiet respectable woman, a good worker, and tolerably well informed. They only want training, and they would both do well. 6. Buildings new, good, clean, well ventilated, and well arranged. These schools are constantly visited by the vicar of the parish.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on				No. of Children Reading				Number of Children on the Books, aged									In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.															
																	Abstract or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
Llandovery.																																		
Boys' . . .	.	58	.	.	.	.	.	12	12	18	4	2	12	.	27	13	.	27	.	18	18	12	6	14	26	.	.	.	.	.	.	.	.	.	60
Girls' . . .	.	47	.	.	.	.	.	.	.	10	.	.	10	10	13	14	.	20	.	10	27	.	20	13	14	.	.	.	.	.	.	.	.	.	55
Llandybie . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llandygwydd .	.	74	.	.	.	.	.	20	20	45	.	.	20	13	24	17	.	28	.	.	29	20	25	12	17	.	.	.	.	.	.	.	.	.	78
Llandyssilio, Montgomery Mixed . . .	.	29	.	.	.	.	.	.	.	.	.	3	3	.	14	9	.	20	.	20	9	.	20	9	.	.	.	37	.	.	.	.	.	.	.
Llanelly, Brecon	.	15	.	.	.	.	.	.	.	.	.	.	.	1	5	9	.	1	.	.	14	.	6	.	9	.	.	.	.	.	.	.	.	.	37
Llanelly, Carmarthen	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llanenddwyn.																																		
Boys' . . .	.	23	.	.	.	.	.	.	.	.	.	.	.	3	4	9	.	11	.	.	5	.	11	5	7	.	.	.	.	.	.	.	.	50	.
Girls' . . .	.	19	.	.	.	.	.	.	.	.	.	.	.	.	.	7	.	4	.	.	4	.	8	6	5	.	.	.	.	.	.	.	.	.	.
Llanfawr . . .	.	60	.	.	.	.	.	10	10	10	.	10	10	.	.	40	10	28	.	.	22	10	10	18	22	.	.	.	.	.	.	.	.	60	.
Llanfihangel-uweh Gwili		36	.	.	.	.	.	.	.	.	.	1	.	5	.	.	.	15	.	.	2	.	13	4	19	.	.	.	.	.	.	.	.	.	55

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Llandovery, Boys'.—Inspected 17th Sept., 1849. 1. Under one master, in five classes, with two pupil-teachers at the end of their first year, and three monitors changed daily from the first class. 3. Parallel desks; classes in squares. 2. Fair; children quiet; seem so naturally. 3. Same as those at Battersea. 4. Instruction fair in its general character, but impeded from the master's attention being much engaged by the younger or infant class. 5. Master aged 21; trained at Battersea 14 months; has been here one year. Salary 55*l.* and house (not yet used). 6. Room 42 × 23 × 9 feet, tolerably clean, cheerful, and light; ventilation fair; furniture, &c., fair. Opened in March, 1847. rest in numeration. Four boys write on paper, all the rest on slates. The character of the school very moderate indeed. 5. Master aged 30. Salary 22*l.*; 6*l.* pence, and house and garden. Mistress receives 8*l.* per annum, by subscription, for teaching work, and cleans and keeps the master's house in return for her board; she is above 53 years of age. Master intelligent and tolerably well informed, has been a schoolmaster eight years; not trained. 6. Room good; desks and furniture sufficient. Children very poor and dirty; room dirty too. School has greatly declined of late years. When the present master came, 15 months ago, there were only 17 children in it. There are

recently established in the town has drawn many pupils away. Singing encouraged. More maps and black boards wanted. No registers kept.

Llandovery, Girls'.—Inspected 18th September, 1849. Under one mistress, and one girl paid to aid in teaching the junior classes and clean the schools; divided into four classes, with three monitors relieved weekly. 2. Good; children quiet and clean. 3. Westminster Central methods. 4. Instruction books of secular reading much wanted. Writing and arithmetic not so good as they should be. 5. The mistress is well informed and active; has been brought up as a teacher from early youth; cheerful, and patient. 6. School clean. Children fairly clad and healthy. Infant schools are greatly wanted in Llandovery.

Llandybie.—Inspected 11th July, 1849. The school building has just been completed by aid of a grant of 130*l.* from the Committee of Council: total cost, 656*l.* The building judiciously designed, strongly built, and substantial; out-premises large and airy, and plenty of ground for children to play in, besides the master's garden. Recommended some alterations of ventilation, which was insufficient; they will be carried out. The desks and forms are all that are wanted for the school to be opened and worked. The building appears to me moderately cheap, considering its dimensions and the great solidity of the walls and timber-work.

Llandygwydd.—Inspected 20th July, 1849. 1. Organized under a master, and a mistress to teach sewing, in five classes, with six monitors. Boys and girls learn in the same room, every morning. Girls work in a separate room, every evening. 2. Discipline good. 3. Methods good, with new improvements. 4. Instruction carefully conveyed; and as the children are well looked after, they appear to have acquired their information solidly. The district is altogether Welsh, in the ordinary habits and language of the people; but the instruction is conveyed entirely in English, even in the Sunday school. I should think that the children in this school might be carried on much further than they now are, in general reading; and probably this will take place. 5. Master trained at Chichester, salary 56*l.* Children pay 10*s.* per annum, or 3*s.* per quarter, or are sent free by subscribers; but nearly all are sent free. 6. Room built in 1846, well kept, but much too small for boys and girls to be taught together in. Furniture and apparatus, maps, &c., sufficient; all very clean, and in good condition. Children all speak Welsh, examined in Welsh, answered and translated freely. It would be very desirable to have a properly-qualified mistress to teach the girls by themselves. This school is mainly supported by the liberality of Colonel and Mrs. Brigstocke, of Blaen-y-Pant.

Llandysilio, Montgomery.—Inspected October 27th, 1849. 1. Organized under a master, in two classes, with an assistant monitor, preparing for a master. 2. Discipline fair. 3. Methods imperfect. 4. Instruction too limited in extent. No secular reading books used. 5. Master, aged 23, has been here only a few months, and leaves at Christmas. Not trained. Salary 30*l.*, but no house. 6. The room is 25 × 16 × 9 feet, and stands partly in the churchyard. The desks are arranged against the wall. This school requires to be under the care of some teacher who could adopt good methods, and raise the standard of its instruction.

Llanelly, Brecon.—Inspected 29th June, 1849. 1. Organized under a master, and a mistress to teach work, in three classes, and two monitors. 2. Discipline moderate. 3. Methods indifferent. 4. Instruction. The children attend, on the average, only two days a-week each. First and second class read Testament and Reading-book, No. 2, part ii.; third reads from cards. First class is in subtraction, and some in division, the

nearly two years, but a grant has been applied for by the Committee of Council for repairing them; they will then be re-opened. They are much wanted in the town, which is a peculiarly rough and unsatisfactory place. There are two very large rooms (boys and girls), with a master's house between. The out-buildings and drainage should be particularly attended to in the new repairs; they are sadly defective at present; the whole is in a state of great dilapidation. Ventilators should be introduced into the roofs. The rooms will hold 150 or 200 children each. The schools are situated on the road to the docks.

Llanedduyn, Boys'.—Inspected 22d August, 1849. 1. Under one master, in four classes, with four monitors. 2. Discipline fair. 3. Old-fashioned. Success moderate. 5. The master, aged 59, has been 12 years in this school. Salary 22*l.* No house; but, on the contrary, pays 50*s.* per annum for living in a house attached to school. 6. This school has suffered much from a new and large school having been recently set up by Calvinistic Methodists in the parish. The Wesleyans still send their children to the Church school. The numbers of children, too, would be greater in the winter than they can appear in the present returns. The annual subscriptions amount to 7*l.* There is an endowment of 8*l.* per annum; and 20*l.* is paid annually to this and the girls' school, as commutation for "mill money," allowed by Charity Commissioners in 1835.

Llanedduyn, Girls'.—Inspected 22nd August, 1849. 1. Under one mistress, in three classes, but only nominal, there being but 19 girls in attendance, owing to the new school mentioned above. 2 and 3. Can hardly be judged of, the school being in such a depressed condition. 4. Instruction in arrear on account of school being under unfavourable circumstances. The two lower classes do not learn either writing or arithmetic. 5. The mistress, aged 24, has been three years mistress of this school. Salary 14*l.* School pence 2*s.* per quarter from one child. No house. 6. Room comfortable.

Llanfawr.—Inspected 24th August, 1849. 1. Under one master, in four classes, with four monitors. 4. Instruction well advanced: more books of secular reading wanted. 5. The master has been here 14 years, and bears an excellent character. Evidently an intelligent man. Shows much good sense in the minor details of the school, and attends to the personal cleanliness of the children. Salary 50*l.* and a fair house rent free. 6. School built in 1834, 50 × 18 × 12 feet; clean, light, well ventilated. Desks against walls; forms in middle; stone floor. Maps and other apparatus wanted. Boys find their own copy-books; writing moderate; some of the lads very intelligent.

Llanfihangel-uwch Gwili.—Inspected 6th July, 1849. Organized under a master, in four classes; no monitors. 2. Discipline fair: master seems to manage the children by moral control more than by correction. Children well behaved. 3. Methods rather old fashioned; none of the modern ones used. 4. Instruction too limited in extent. The two first classes write on paper from copies moderately; in the third class two write on paper, the others do not learn at all. There is a fifth miscellaneous class of beginners and infants. The first class answered moderately well in geography. The main defect lies in the lower classes not being taught writing and arithmetic. 5. Master, aged 63, is parish clerk; has been a schoolmaster 14 years; was once a gentleman's servant—a respectably-conducted and much-respected man, with moderate information; does his duty fairly, and is anxious to push the children on. A change would not be liked in the district. Salary 20*l.* per annum, paid by farmers' children at 3*s* to 4*s.* per quarter; will fall short of that sum this current year, because the farmers cannot pay. 6. Room new; built two years ago, 30 ft. × 20 ft. × 15 ft. Children mostly belong to the farmers; respectably dressed, clean, well behaved. Maps and all kinds of apparatus, books, &c., wanted.

R 2

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Number of Children on the Books, aged												In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.				Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																
Llanfyllin.																																						
Boys' . . .	.	50	.	.	.	.	.	.	.	14	.	.	.	14	13	23	.	14	.	.	36	.	14	24	12	.	.	.	.	.	.	.	.	.	.	53
Girls' . . .	.	57	.	.	.	.	.	.	.	.	.	.	.	.	26	31	.	26	.	.	14	.	17	13	17	.	.	.	.	.	.	.	.	.	.	60
Llangeitho . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llangeler' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llangenau.																																						
Boys' . . .	.	37	.	.	.	.	.	9	.	9	.	9	.	11	13	4	.	15	.	.	22	.	20	13	4	.	.	.	.	.	.	.	.	.	.	.	.
Girls' . . .	.	32	.	.	.	.	.	7	.	7	.	.	7	.	8	17	.	7	.	.	25	.	15	11	6	.	.	.	.	.	.	.	.	.	.	.	.
Llangoedmor.																																						
Girls' . . .	.	28	.	.	.	.	.	.	.	7	.	.	.	7	12	9	.	13	.	.	15	.	13	6	9	.	.	.	.	.	.	.	.	.	.	.	30
Boys' . . .	.	9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	.	3	3	3	.	.	.	.	.	.	.	.	.	.	.	.
Llangranog . .	.	46	.	.	.	.	.	2	2	12	2	.	10		11	.	.	16	.	12	22	.	31	10	5	.	.	.	.	.	.	.	.	.	.	.	73
Llangyfelach .	.	52	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60
Llanidloes, N. S. Mixed . .	.	170	.	.	.	.	0	30	62	89	12	18	32	27	51	30	.	118	.	62	52	62	27	29	52	63	32	28	21	20	8	6	3	173	184	164

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Llanfyllin, Boys'.—Inspected 25th October, 1849. 1. Organized under a master, in four classes, with occasional monitors. 2. Discipline fair. 3. Methods moderate. 4. Instruction moderate: very little advanced, considering the size and advantages of the Union First Class Book; Cards. 5. Mistress, aged 33, not trained, and of very moderate acquirements. 6. School neatly built, over the boys' school; clean, well arranged, two rows double desks; classes in squares. Furniture and apparatus sufficient. Ventila-

fairly in the subjects they were questioned in. 5. The mistress has been over the school 20 years; salary 38*l.*, and house rent free; a lady by birth. 6. The school-room is used as the vestry to the church; a large and handsome room, well suited to the purpose. Everything very clean, children particularly so, and well behaved. Apparatus and maps wanted. Twelve girls are here educated and clothed on the Wynn foundation. An infant school much wanted.

Llangeitho.—Inspected 31st July, 1849. On arriving in this remote district, I found the school-house to have been erected nearly two years ago, and to consist of a room 25 feet by 15 feet by 9 feet, with a master's house of two rooms adjoining the churchyard; but it has never been finished nor opened. The clergyman of the parish informed me that hitherto he could only raise 8*l.* per annum in subscriptions, and that the Dissenters having opened an opposition school, he had found himself unable to open this. The children had never paid pence to any Church school, nor had they paid to the Dissenters' school when it was first opened; now, however, the children do pay at the latter school. There is, however, a good expectation of funds being raised for permanently supporting the school. The parish contains 31 small freeholders out of the 35 persons entitled to vote in it, and all these freeholders are dissenters. The grant made by the Committee of Council in 1846 for building this school was 82*l.*

Llangeler.—Inspected 16th July, 1849. School for the time being closed; a new room contracted for, and money granted for it by the Committee of Council, but not yet built. Situation stated to be convenient for the wants of the parish, which is purely agricultural. The school will be away from the parish church nearly two miles. It is doubted whether any but a moderate salary can be raised in the parish for supporting the teacher.

Llangenau.—Inspected 28th June, 1849. 1. Organization: under a master and mistress, in separate rooms (man and wife), each in four classes, but not under regular monitors. Moderate. 2. Discipline fair, but requires improvement. 3. Methods fair. 4. Instruction rather limited in extent, and moderate in character. It might be easily elevated in this school. First class in each school learn geography, and sing, but not from notes. 5. Master and mistress respectable in conduct, and fair in acquirements, but deficient in training. Salary for both jointly 40*l* per annum, and a house. Rooms new and good, desks and furniture sufficient; maps wanted; books of secular reading much wanted. Everything was very clean. Children were quite unnerved at my appearing among them, and answered sadly at random. It is entirely an English school, and no Welsh is understood by any child in the parish.

Llangoedmor, Girls'.—Inspected 23rd July, 1849. 1. Organized under one mistress, in four classes, with three monitors. The ladies of the committee superintend daily. 2. Discipline good, girls clean, but made to cut off all their hind hair, by order of the committee; a practice which I consider as erroneous. 3. Instruction good as far as it goes, but of very limited extent. The books used are—the Bible; Instructor No. 1, Natural History; Testament; Christian Knowledge Society Stories, 1 and 2; Bible Lesson Book; Union Spelling Book; Reading Book, 1; Third Class Book, and method. 4. Instruction: two in the first class learn History of England, and Lennie's English Grammar. Scripture history taught to all. First class do dictation on slates. Reading of children fair, writing moderate, arithmetic fair. Geography taught to first class, who answered well in it. Welsh and English taught concurrently in this school; and children able to translate freely from English into Welsh. The master gives all his explanations in Welsh. 5. Master, Peter George, aged 33, trained three months at Newport, Pembrokeshire; one of Madame Bevan's masters, and a very sensible man. Salary 30*l.*, paid by Madame Bevan's trustees. About to be removed. No other appointed in his place. 6. Room built in 1846, 32 × 18 × 15 feet, flat ceiling; very clean, and well kept; well ventilated, light and cheerful. One row of desks against wall; children in squares. This school is one of the best I have seen; but is going to be closed immediately, as the master is to be withdrawn, and as no system of payment and subscriptions has been organized in the parish.

Llangyfelach.—Inspected 13th March, 1849. 1. A mixed school, under a master, boys and girls sitting promiscuously; some quite infants, others 14 and 15 years of age. 20 children admitted by subscribers, being at the rate of one for every pound subscribed. 2. Very indifferent. 3. Not good, nor can they be while the school is thus organized. There is a great want of books and apparatus. 4. Rather in arrear. No reading books but the Bible, but in this the children read, and answer well. English grammar taught to upper class. Writing bad, and much too small. In arithmetic, some are in proportion and fractions. Most of the elder children know their tables well. 5. The master is an intelligent, active man; good tempered, anxious to do his duty, and might become a good teacher, if sufficiently aided by a mistress and monitors. 6. Room badly ventilated, and dirty; much too small. Children are all Welsh, and speak Welsh, but understand English. The girls should be separated from the boys in a school, by themselves.

Llanidloes.—Inspected 18th October, 1849. 1. Organized under one master, for boys and girls, and one mistress to teach sewing. 2. Pupil-teachers apprenticed, and now at end of first year; in six classes, with a monitor to each out of the first class. These monitors are not relieved, but receive extra instruction along with the pupil-teacher candidates. Classes all sitting at parallel desks, in divisions of four desks each. Classes not in squares, except for the girls when they work for the afternoon. 2. Fair; not much trouble experienced with the children. The master is a mild-tempered man, and seems to have the good will of the children. 3. Professed to be the same as at Battersea. 5. The master's *forte* lies in music—his *piano* in his temper: he is the parish organist; he keeps his pupils fairly attentive, and is said to be much liked both by them and by their parents. The mistress is the master's wife. 6. The room is tolerably well ventilated, though it might be improved in this respect. Fair in point of light and cleanliness. The children are stated to come from very poor parents, and are rather badly clad. Only a portion of the children pay school-pence, the parents alleging excessive poverty; but, as it is a manufacturing town, this excuse can hardly be admitted. Books and apparatus—larger maps wanted, other apparatus sufficient. Desks and furniture—fair. Infant school greatly wanted.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Llanigon . . .	.	.	.	.	.	.	.	13	.	13	.	.	13	.	24	.	.	19	.	.	18	.	27	10	.	.	.	.	.	.	.	.	.	.	.	.	37
Llanllwchaiarn	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llanwyddelan .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Llanycil . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Loughor . . .	.	80	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	80
Machynlleth.																																					
Boys' . . .	1 *g* 2 to 4 *f* 5 *m.*	111	4	4	2	15	.	33	37	95	15	13	31	25	11	16	6	59	.	53	52	33	26	36	16	34	24	10	16	15	17	17	10	15	50	110
Girls' . . .	1 to 3 *f* 4 *m.*	75	42 (*c*)	75 (*a*)	.	23	.	23	23	42	.	10	13	19	12	20	.	42	.	23	33	23	19	12	21	26	8	19	10	9	10	9	4	16	40	95
Maenor Dewi	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.
Merthyr Cynog	.	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	35
Merthyr-Tydfil, St. David's, N. S.																																				
Boys' . . .	.	149	.	.	.	.	.	.	.	.	.	.	4	6	55	84	.	25	.	.	124	.	45	20	84	.	.	.	.	.	.	.	.	.	.	130
Girls' . . .	.	212	.	.	.	.	.	.	.	.	.	.	.	.	58	154	.	13	.	.	137	.	30	28	154	.	.	.	.	.	.	.	.	.	.	110

(*a*) To sew or knit. (*c*) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Llanigon.—Inspected 27th June, 1849. 1. Organized under a mistress, and in three classes, with three monitors. Number of pupils on school-books, 40; number admitted since October 11, 1848, 87; from 30 to 35 attend the school on Sundays. Number of children present was very small, most of them being engaged in the hay harvest. 2. Discipline very good; good arrangement and good behaviour. 3. Methods good. 4. Instruction-books used comprise "Bible," "History of England," "Second Reading Book," and "Easy Narratives." 5. Mistress, a respectable widow, has been in a much superior station. Salary 35*l.*, including pence, but without a house; an intelligent monitor to each, relieved weekly. 2. The children were in good order. 3, 4, 5. I could hardly judge of these points, the mistress being absent, but the children answered satisfactorily in my personal examination. 6. The school-room, like that for the boys, was undergoing repair. Tolerably clean. The same remark about the payment of school pence applies, as in the case of the boys' school. An infant school would improve the girls' school greatly by taking off some of the young pupils. Desks and furniture, fair. Separate sets of of maps wanted for this school.

Maenor Dewi.—Visited 19th July, 1849. On arriving at Maenor Dewi, I was informed

ligent well-informed person, of excellent manners, aged about 30; has everything about the school in good order. 6. School-house a small detached building in the churchyard; stone floor, side windows; remarkably clean, well ventilated, and cheerful. Children clean and orderly. Maps and apparatus, black boards, and cloak greatly wanted. This school deserves special encouragement.

Llanllwchaiarn.—Inspected 27th July, 1849. This school is, for the time being, in abeyance. It was erected with a grant of 40*l.* from the Treasury, and subscriptions, on lease of 99 years, in 1835, at 2*s.* 6*d.* rent; it being stipulated in the lease that it should be conducted, "as far as practicable," on the principles of the National Society. One of Madame Bevan's masters was appointed to it, and it has been opened at various seasons since 1835, always with considerable success, though more than a mile from the village. It has not been open now for nearly two years; when there used to be 70 children attending it. I took the liberty of recommending the rector to apply to the landowners for an annual subscription; to organize a scale of payments in the parish; to get the site of the school changed, if possible, for one near the village; and to set up with a master of his own. The actual building is a good one, 35 × 22 × 15 feet, and cost 7*l.* One story high, earthen floor, fitted with desks.

Llanwyddelan.—The school of Llanwyddelan is not yet erected, although a grant was allowed by the Committee of Council on Education for that purpose in 1845. Efforts, however, are now making in the parish to remedy this state of things.

Llanycil.—Inspected 24th August, 1849. School in abeyance; built on ground with a bad title; Jesus College, Oxon, holds the ground in trust and cannot convey. Case has been referred to Privy Council already. It is in contemplation to form Bala into a district of Llanycil parish, and to set up a good school in that town, which is one mile distant from Llanycil. The Bishop of St. Asaph has been consulted, and a subscription set on foot for this purpose. One of Madame Bevan's masters had the school open for some time, but not of late years. Room built in 1838; would not hold 40 children.

Langhor.—Inspected 12th March, 1849. 1. Mixed school, under a master and mistress (man and wife), with a joint salary and a house rent free. 2. Tolerable, but would be much improved by monitors, and different arrangements. 3. Moderate. 4. Rather backward; great difficulty said to be found in retaining children, on account of the temptations held out by the wages they can gain in the collieries and works, at an early age. Maps, apparatus, and books, are greatly wanted in this school. 5. The master is an acute, sensible man, tolerably well informed, and thinks of going in for his certificate. The mistress is a quiet woman, fit to superintend the sewing. 6. The school requires to be enlarged, and divided into separate rooms.

Machynlleth, Boys'.—Inspected 29th August, 1849. 1. Organized under one master, and divided into five classes, with two monitors to each class relieved weekly from first class. The first class do extra work, and come after school in the evening, as well as before school in the morning, to answer to the master. They draw maps remarkably well. This seems a favourite occupation with them. 2. Good. 3. Same as the Central School methods, Westminster. 5. The master does his duty, from what I learn, in the school, and his knowledge is sufficient for the position in which he is placed. 6. The school buildings are undergoing repair, a grant towards which has been made by the Committee of Council. They are commodious, well situated, cheerful, and tolerably clean. I have recommended the committee to increase the payments of the children, only very few paying at all, the bulk of the school coming gratuitously. If this were done (which the circumstances of the town will warrant, wages being from 1*s.* 6*d.* to 2*s.* per diem) the expenditure and income would balance. The tradesmen's sons pay the master for their tuition. An infant school is greatly wanted in this town.

Machynlleth, Girls'.—Inspected 18th September, 1849. 1. Organized in four classes with by the parochial clergyman that the school was a private one, supported by local contribution; he was not aware it had received aid from Her Majesty's Government. He requested me to defer inspecting the school till next year. I find a grant of 4*l.* from Her Majesty's Treasury entered against this school, under the date of 19th Dec., 1838.

Merthyr Cynog.—Inspected 26th June, 1849. 1. Organized under a master in four classes; a monitor occasionally used. Number of pupils usually attending 35, viz., 20 boys, 15 girls; but it was hay harvest at the time of my visit, and the school was disorganized, so that no fair return of numbers could then be made. 2. Fair under the circumstances of the case. 3. Methods very moderate, because the master has not been trained, and requires information. 4. Instruction: first class and second class read the Bible; arithmetic—one in practice and proportion, one in compound multiplication, one in compound addition; third class read Vyse's spelling-book, six boys learn numbers; fourth class read from cards, and learn to make figures; writing—six on paper, all the rest on slates. 5. Master a cripple in the legs, aged 30, an intelligent and good-tempered man, requires training and study. Salary made up from 16*l.* subscriptions, and payments from 18 to 20 farmers' sons of 4*s.* to 6*s.* per quarter each, and of school pence. 6. The school does not appear to have received any pecuniary aid from Government—*I know of none that requires it more.* It is held alternately, six months at a time, in the church of Merthyr Cynog and in the chapel of Capel Dyffryn Honddu, in the same parish; this alternation being insisted on by the subscribers. I. Dillwyn Llewelyn, Esq., of Penllergare (Glamorgan), is the principal subscriber. The population 830, but the district is very large, running up into the Mynydd Epynt hills. The two churches are three miles and a half distant from each other. The school is in want of all kinds of maps and apparatus, broadsheets, pictures, &c.; especially are two school-rooms wanted; and, in fact, two separate schools. The children acquitted themselves fairly, considering the newness of the matter. Welsh is the language spoken, and some answered in Welsh. The master wishes to improve himself, and to read.

Merthyr-Tydfil, St. David's N. S., Boys'.—Inspected 15th June, 1849. 1. Organized under one master, in seven classes with seven monitors, relieved once in three weeks; it would be better that they should be changed weekly. There are three rows of parallel desks in the room; classes are sometimes in squares. 2. Discipline fair, considering that the population, from which the children are drawn, is peculiarly rough in general habits, dirty, and much demoralized. 3. Methods fair; but not yet fully developed, as the school has been opened only six months (at the time of my visit). 4. Instruction moderate, and as yet limited in extent; but will improve in this respect, as the school becomes more solidly established. 5. The master has been trained at Westminster, and appears equal to his work. 6. The school is a new building, of good design, and commodiously built, but requires additional ventilation, which might be furnished by means of dormer-windows, or lanterns, in the roof. Many children absent on account of the prevalence of cholera in the town. An infant school is greatly wanted to draw off the younger classes from this school. The children pay 1*d.* per week each; but their parents could afford to pay double this sum at least.

Merthyr-Tydfil, St. David's N.S., Girls'.—Inspected 16th June, 1849. 1. Organized under one mistress, in seven classes with seven monitors, relieved periodically. 2. Discipline seemed good, judging from the general behaviour and appearance of the children during my visit. 3. Methods good. 4. Instruction at present very limited, because the school has been open only six months (up to the period of inspection), and is not yet fairly got into the regular routine. 5. The mistress has been trained at Westminster, and seems intelligent, lively in disposition, and patient. 6. The room is new, similar to that for the boys. Children pay 1*d.* per week each. An infant school is greatly wanted.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 months.	Admitted within the last 12 Months.	In ordinary Attendance.
Merthyr-Tydfil, George Town, Cyfarthfa.																																				
Boys' . . .	.	96	.	.	.	.	.	17	17	17	.	17	.	.	39	40	.	21	.	.	75	17	17	11	51	.	.	.	.	.	.	.	.	.	.	162
Girls' . . .	.	76	.	.	.	.	.	14	14	14	1	.	.	13	13	49	.	14	.	.	62	14	.	13	49	.	.	.	.	.	.	.	.	.	.	169
Mydrim . . .	.	82	.	.	.	.	.	.	.	.	.	.	.	32	.	.	.	54	.	.	17	.	54	.	28	.	.	.	.	.	.	.	.	.	.	82
Nant Garw, in Eglwysilan Parish, Glamorgan.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Narberth . . .	Good.	80	.	.	.	.	.	22	22	22	6	20	27	27	23	50	.	29	18	22	22	18	25	19	17	26	12	7	15	12	13	3	5	73	51	82
Newton Nottage.																																				
Boys . . .	.	51	.	.	.	.	14	14	14	14	.	6	.	.	21	13	.	14	.	14	26	14	14	26	11	16	13	7	11	3	6	6	8	8 (*d*)	70 (*d*)	62
Girls . . .	Fair.	51	.	22 (*a*)	6 (*b*)	.	16	16	16	16	.	.	1	16	20	20	.	16	16	16	20	16	16	20	15	10	3	4	6	7	4	10	18	13 (*d*)	64 (*d*)	50
Newtown . . .	1 to 4 *f* 5, 6 *m*.	.	.	.	.	.	12	20	46	66	.	.	8		20	45	20	46	20	46	65	46	66	15	30	67	24	22	18	10	7	4	4	24	129	120
Pembroke Dock. N.S.																																				
Boys' . . .	1 to 8 *g*.	222	20	20	20	53	65	65	118	139	30	20	45	.	33	48	29	141	36	82	104	94	47	33	48	80	32	29	35	28	29	16	7	54	72	220
Girls' . . .	1 to 6 *f*.	130	.	.	130 (*a*)	.	.	.	86	86	.	12	22	26	45	25	.	86	34	52	44	86	86	19	25	35	25	30	25	28	8	5	.	60	74	125

(*a*) To sew or knit. (*b*) To cut out and make clothes. (*d*) School been open 7 months.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Merthyr-Tydfil, George-Town, Cyfarthfa, Boys'.—Inspected June 18th, 1849. 1. Organized under one master, in six classes with six monitors. The monitors of the first two classes remain always on duty, and are taught out of school; those of the other classes are relieved weekly. Parallel desks reaching down the school. 2. Discipline excellent, drill well understood, order well kept without any bustle or noise, and yet the population of this district is one of peculiarly uncultivated manners. I attribute this favourable result altogether to the firm and judicious conduct of the master. The school is remarkably quiet. 3. The methods are fair; and though rather old-fashioned in some points, having been used for a poor-house before the Union was built, with damp earthen floor, and hardly any apparatus. The pupil-teachers well advanced in algebra and arithmetic, and clever; answered satisfactorily. Other boys in the school working at mechanical objects. Proportion sums worked algebraically by many boys in the school.

Newton Nottage.—Inspected 20th March, 1849. 1. Under a master and mistress, man and wife, and monitors; in five classes each; but the junior class in each form an infant class, and are left in a separate room with two monitors. In this room no seats, no apparatus, no means of teaching infants. 2. Discipline good in both schools. Master an

they are so well carried out, that possibly newer ones would not produce a more satisfactory result. 4. Instruction fair; the boys seem to be taught, not so much with a view to extent, as in order to ground them well in rudimentary knowledge; nevertheless, considering the intellectual qualities of the population, I should think that the system of instruction might be carried out much farther with advantage to the pupils. 5. The master, aged 54, was once at the head of Abergwili school (Carmarthenshire); he is active and intelligent, and knows his business thoroughly. 6. The room is 60 feet long by 24 broad and 20 high; clean, though not cheerful in appearance, well ventilated by means of side windows alone. Maps and pictures for the younger children are wanted. An infant school would be of great value to this school, by relieving it of the two lower classes.

Merthyr-Tydfil, George-Town, Cyfarthfa, Girls'.—Inspected June 19th, 1849. 1. Organized under one mistress, in seven classes with seven monitors; relieved every six weeks. 2. Discipline excellent; the same as in the boys' school. 3. Methods fair; same as in boys' school. 4. Instruction similar in character and extent to that of the boys' school. 5. Mistress is wife of the master of the boys' school, aged about the same, and, like her husband, understands her business well. She is of very respectable appearance. 6. The room (which is licensed by the Bishop for worship) is rather dark, though clean and well ventilated. Better desks are wanted, and more extensive school apparatus. An infant school should be established in the Cyfarthfa district, without loss of time, to relieve this school.

Mydrim.—Inspected 9th July, 1849. Organized under a master, in four classes, with four monitors. 2. Discipline good; maintained principally by a kind, firm manner of general conduct. Children in good order and good humour. As the younger children left the school they each came to the master; he kissed them on the lips; they then each put their arms round his neck, and kissed him on the cheek. One little boy had been overlooked, and he waited in tribulation for the accustomed salute. 3. Instruction too limited in its character, but fairly conveyed. A fifth class of little boys comprised a few infants in letters, not writing. The children read and spelled well, and translated from English into Welsh fairly. The arithmetic was good; the writing peculiarly so. It is desirable that writing and arithmetic should be taught lower down in the school, and this was accordingly recommended. The infants hinder the upper classes. 5. Master, aged 52, a respectable-looking and kind-mannered man. I was particularly pleased with his conversation and manner of teaching. He is married, and has had seven children. Salary 32*l.*, without a house. Pays 2*l.* per annum. Speaks excellent English. 6. An enlarged room;—Books, maps, apparatus, furniture—*all wanted*. Present room 20 ft. × 10 ft. × 8 ft., open to roof, but badly ventilated and lighted. The children were mostly farmers' children, paying 3*s.* or 4*s.* per quarter. The district is a secluded agricultural one, of singular simplicity, cleanliness, and beauty.

Nant Garw, in Eglwysilan Parish, Glamorgan.—This school was closed at the time of my visit, the master having left, and a new one not yet appointed. I believe that the school has since been re-opened. It is situated in a mining district, where a school is much wanted.

Narberth.—Inspected 28th February, 1849. 1. Organized in four classes, under a master and monitors, and daily inspected by the curate. There is no infant school in this parish, and therefore young children come to this school, and hinder the progress of the other pupils. 2. Good, considering that the master has but lately joined; that the accommodation is indifferent, and the apparatus defective. 3. The usual methods adopted. 4. Excellent; the master being clever and well trained, from Battersea; and the monitors (candidates for pupil-teachers), intelligent and well conducted. 5. Master very able in mathematics, and good in general methods. 6. The school-house is very indifferent, even-tempered man, and much liked by the children. 4. Good in boys' school; rather more in arrear in the girls'. The elder boys strong in chronology and in English, history and geography. Arithmetic fair in both schools. Writing would be good if larger. 3. Methods quiet and judicious. 5. Master regularly trained; going in for the certificate examination. Mistress (a Welsh woman) rather too timid, but of agreeable deportment. 6. Schools have been opened only six months, in new and pretty buildings, which, however, are too small already for the purpose. An infant school is greatly needed here, under a separate teacher.

Newtown.—Inspected 26th September, 1849. Under one master, and one mistress to teach sewing; in six classes, with six monitors, three of whom are relieved daily. 2. Good. 3. Fair. 4. Instruction fairly advanced. 5. The master holds a second-class certificate, Easter, 1849; is well informed, but requires a little more experience in managing a school. 6. Room excellent; capable of dividing into two schools, one for boys, one for girls; considering the importance of the town there ought to be two schools, and also an infant school.

Pembroke Dock, Boys'.—Inspected 26th September, 1849. 1. The master superintends; the pupil teachers and monitors teach nine classes. A second master is greatly required in this school, as at Swansea. There is a class-room, and two classes go into it together. Four rows of parallel desks at the upper end of the room. Classes in squares. 2. Fair. 3. Fair. Full explanation given; good questioning afterwards. The lower classes, however, do not learn so much singing as they should do, and too many classes are allowed to be saying lessons aloud at the same time. 4. Instruction good in general character; but I doubt whether the higher subjects are taught here so thoroughly as they ought to be. 5. The master has a good deal of tact about him, and his demeanour and appearance are favourable. 6. The buildings are good and in fit repair, but larger conveniences out of doors are required; these the committee purpose making. The floor of the school-room is not kept as clean as it should be; boys allowed to *spit* on the floor. I reprimanded them for this, and spoke to the master about it. Children are allowed to come to the school, and to continue in it with cutaneous diseases of the head, because the master considers such diseases not contagious. I think that some medical regulation should be adopted on this subject, not only in this, but in all schools. The parents of the children draw excellent wages, being all employed in Her Majesty's dock-yard; they can afford to pay much more for their children, and the income of the school might be thereby much improved. Books and apparatus sufficient, except in black boards. Desks and furniture sufficient, and in good condition. Infant school wanted.

Pembroke Dock, Girls'.—Inspected 3rd and 4th September, 1849. 1. Mistress superintends. Pupil-teachers and monitors conduct the classes, one to each; six classes. There are three rows of parallel desks, and the classes generally are arranged in squares. 2. Very good, maintained in a soft and quiet manner, creditable to all the persons concerned in it. 3. Fair in general. Ciphering-books are kept by the upper class, much time and labour being thereby wasted. 4. Instruction good. 5. The mistress is the wife of the master. Has her own house in excellent order. Seems well accustomed to the routine of school management. A second mistress much wanted. 6. The room is kept remarkably clean, and, though too low, is fairly ventilated by means of windows on each side. It is light and cheerful. A covered shed adjoins, under which, in summer, a class is frequently arranged and taught; this is found to be highly agreeable and beneficial to the children. The mistress is troubled by the undue interference of parents, and does not act with sufficient firmness towards them. The mistress allows children with cutaneous diseases of the head to come to school, and mix freely with the others. The payments of the children ought to be increased. Secular reading books wanted; apparatus good. Desks and furniture good. Infant school much wanted.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Penclawdd . .	.	72	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	70	.
Penmark . . .	.	30	.	.	.	.	.	11	11	23	.	1	10	12	14	7	.	27	.	.	17	11	12	14	7	.	.	.	.	.	.	.	.	.	.	.	44
Pen-y-Parke. .	.	92	.	.	.	.	.	.	.	17	.	.	17	.	19	50	.	22	.	17	64	.	36	12	44	.	.	.	.	.	.	.	.	.	.	92
Pentyrch . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Presteign . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Rhydberth . . Mixed . .	1 to 8 *g*.	77	2	1	1	1	5	17	61	47	1	5	17	14	48	7	.	47	.	20	30	33	56	9	21	31	11	8	10	12	9	5	5	25	24	84
Ruddry	.	26	.	.	.	.	.	.	.	.	.	1	2	14	6	4	.	8	.	.	14	.	16	6	4	.	.	.	.	.	.	.	.	.	.	30
St. Bride's Major. Boys' . . .	1 to 5 *e c*	39	1	.	.	.	1	3	1	10	1	2	10	6	11	.	.	16	.	10	10	4	12	11	13	16	4	18	.	.	.	4	.	2	3	28
Girls' . . .	1 to 5 *f*.	47	9 (*c*)	37 (*a*)	8 (*b*)	.	.	.	.	4	.	.	4	5	17	24	.	26	.	33	11	.	26	11	13	19	5	6	7	2	2	9	.	6	1	43
St. Nicholas, Boys & Girls	.	46	.	.	.	.	.	9	9	9	.	.	9	17	10	11	.	26	.	.	21	9	17	10	11	.	.	.	.	.	.	.	.	.	.	58
Stackpole . . .	.	89	.	.	.	.	.	27	27	27	3	.	23	.	32	10	.	64	.	.	25	27	21	16	25	.	.	.	.	.	.	.	.	.	.	101

(*a*) To sew or knit. (*b*) Cut out and make clothes. (*c*) Household work.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Penclawdd.—Inspected 14th March, 1849. 1. Mixed school, under a master. 2. Indifferent. 3. Bad; neither apparatus nor maps. 4. In arrear. No books used for reading, except the Bible. Some of the boys understand arithmetic, as far as long division, and the four compound rules. 5. Master, crippled in one arm, uninstructed, and not well suited to the office. 6. The school is situated in a district likely to become of great importance on account of its mineral riches, which are only just

Rhydberth.—Inspected 23rd February, 1849. 1. Under a master and mistress, in eight classes, with two pupil teachers. 2. Fair, and kindly maintained. 3. The usual methods recommended by the Committee of Council. 4. Instruction given in earnest, and much more advanced than at first sight might appear. Children rather shy, and afraid of producing their knowledge; but, on the whole, doing much better than might be expected. 5. The master is an intelligent man, working hard to improve himself—of good abilities,

Dyfnaint to be developed. It may become a town and seaport. It requires a total re-organization. A separate school for girls, and a residence for master and mistress wanted. An excellent spirit pervades this parish, and the inhabitants will come forward for this purpose. The district is partly English and partly Welsh. The boys pay 2d. a-week each.

Penmark.—Inspected 6th June, 1849.—1. Organized under a master, in five classes, under three monitors, viz., two girls and one boy. The master's wife teaches work. The fifth class is composed of infants. 2. Discipline good, school quiet, children in good order and clean. 3. Methods fair; a good deal by word of mouth. 4. Instruction decidedly good in quality, though not so far extended as it might be. I have reason to anticipate that the school will improve in this respect. The writing is particularly good. History is also taught, but not to any considerable extent. 5. Master, aged 23, trained nine months at Portishead, in Somersetshire Salary 50*l.*; 7*l.* from pence, and a house. 6. Desks and furniture sufficient, but books and maps are much wanted. The school is held in the upper rooms of an old Church house, or poor-house; is lighted by side windows, and at the time of inspection was well ventilated, clean, and fairly arranged. An epidemic fever was prevalent at the time of my visit; only 30 children present

Pen-y Parke.—Inspected 3rd August, 1849. 1. Under a master, and a mistress (his wife) to teach needlework; in six classes, with five monitors, each paid by the Miss Pritchards. 2. Discipline fair. 3. Old fashioned, but well carried out. 4. Instruction not far advanced, but well conveyed and retained, as far it goes. Sunday school meet in the same room. Children read fairly, each in his turn, from stop to stop; and spell each a single letter, then repeating the whole word. Spelling good, reading fair, writing fair. Children sharp, and understand what they are doing. Can translate fairly in Welsh. 5. Master, aged 50, one of Madame Bevan's teachers, has been here since November 19, 1847; salary 30*l.*, paid by Madame Bevan's trustees; with a house free 6. Children do not pay at all; recommended change. Room admirable, built without regard to expense; 60 × 40 × 10 feet, to wall plates, and 20 feet to ridge; with large cellar all underneath. Exceedingly clean, cheerful, and as well ventilated as any school I have been in. Furnished with all kinds of maps and apparatus; desks against wall; children in squares. This school was built, and is supported by, the generosity of the Miss Pritchards, of Aberystwyth. The landowners of the district do not subscribe anything towards it.

Pentyrch.—Inspected 8th June, 1849. This school was closed at the period of my visit, having been undergoing repairs and cleaning for some time past. The number of children at present 50; but it is proposed to remove the school about a mile from its present spot, to a part of the parish nearer the large iron-works of W. J. Booker, Esq., of Velindre. It is thought that, by this plan, the inhabitants of the village will not be inconvenienced; while those of the districts near the works in question will be greatly benefited. The master has a salary of 40*l.* per annum, with a house and garden free.

Presteign.—Inspected 20th September, 1849. On coming here I found that there was no parochial nor national school, but only an old foundation grammar-school, under some trustees. The clergyman informed me that this school had never received a grant from the Committee of Council, and was not under Government inspection. As a matter of favour from the master, I visited the school, and heard him teach his classes (three classes), about 40 boys in all. The only reading-books used are the Bible, Testament, and Mavor's spelling-book; arithmetic taught out of Walkingham's Tutor's Assistant, as far as compound proportion. Writing particularly good. No history, no geography, taught. The master has been here more than 20 years; respected in the town, and considered to have done his duty.

The mistress is a lady who has devoted herself and her means to keep up the school; and as they cannot afford to pay for a mistress, teaches and directs the whole gratuitously. Building just half too small; an addition much wanted. Funds very limited.

Ruabon.—Inspected 14th June, 1849. 1. Organized under a master (no mistress), in three classes of boys and girls, and an infant class. No monitors used; master teaches all himself. 2. Discipline well maintained. Children clean, healthy, and attentive. Master evidently a kind, though a strict man. 3. Methods tolerable. Black boards and maps, and broadsheets of animals, &c., not possessed; much wanted. 4. Very elementary on the whole, but good in quality. Reading in Bible, Testament, and small Scripture books of Central Society in upper classes; lower class reads in Vyse's spelling-book, including history at the end, which they hardly understand. This should be altered. National Society's books 1, 2, and 3 are used; children read fairly in them, and answer well. Writing fair, but too small. Arithmetic principally confined to four first rules. 5. Master has been a teacher 14 years; an intelligent man, evidently kind; does not know much, but takes pains. No work taught to girls, though master is married. 6. This school is much looked after by the incumbent clergyman. The room, 30 ft. by 12ft., is cheerful, well ventilated, and exceedingly clean; so is the master's house adjoining. Garden well kept Furniture and desks sufficient, viz., three good desks and forms. Children pay from 1*d.* to 6*d.* per week. Pence on the whole exceed 20*l.* per annum. Sunday-school pays 4*l.* per annum to it. Subscriptions 8*l.*

St. Bride's Major.—Inspected 23rd March, 1849. 1. Under a master and mistress, man and wife, and four monitors in each school. 2. Discipline good, and maintained in a firm yet mild manner. 3. Methods good and judicious, as far as the want of books, &c., will allow. 4. Instruction fair; not so far advanced as it would be if more books, maps, and apparatus, were supplied to the school. These are greatly wanted. 5. Master and mistress both regularly trained; going in for their certificates; and quite competent to raise the character of the school. Have not been here long. 6. Schools held in an old poorhouse adjoining the churchyard; in clean condition, though wanting repairs.

St. Nicholas.—Inspected 11th June, 1849. 1. Organized for boys and girls, under one master, one mistress (man and wife), and one monitor. Four classes, last including infants. 2. Discipline fairly maintained. Both master and mistress are kind, and the clergy of the parish are present a long time each day. 3. Methods fair. 4. The instruction is very elementary for the mass of the school; but the upper boys and girls of first class are taught history and geography by the rector daily. The writing is kept large, and is fair. Mental arithmetic is taught well by the master to a few. Arithmetic in the school is taught only to include four first rules, simple and compound. The mistress teaches it well too, and is a good instructress in grammar, history, and geography. 5. Master an honest painstaking man, from Somersetshire; the mistress intelligent. 6. The school is in the upper room of an old church-house, or poor-house; requires light and repairs. Sustained almost entirely at the charge of Mr. Bruce Pryce, of Dyffryn, and the rector, his son Books and maps wanted.

Stackpole.—Inspected 7th September, 1849. 1. Organized under a master, and a mistress to teach sewing, as well as a pupil teacher. Divided into five classes, with a monitor for each 2. Discipline fair, as far as could be judged of, because the master had only just come to the school. 3. Methods fair. 4. Instruction should be carried rather further in this school, which enjoys some remarkable advantages of support and constitution. 5. Master a willing and steady man. Salary 67*l.* 10*s.*, with 5*l.* for his wife, the mistress. House and garden rent free, as well as firing. 6. The children all pay pence, though the school is mainly supported by the Earl and Countess of Cawdor. The building is hardly large enough, but is fairly ventilated, clean, and well provided with maps and apparatus.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narrative.	Letters and Monosyllables.	Number of Children on the Book-, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Swansea, N. S. Boys'	1 to 9 *g.*	179	.	.	.	.	.	26	89	89	6	26	26	124	16	39	.	140	.	124	70	70	124	70	39	15	28	37	32	35	22	6	10	116 (*d*)	337 (*d*)	185
Girls'	1 to 5 *g.*	86	.	86 (*a*)	.	.	.	19	43	55	.	.	30	30	42	14	.	55	.	30	17	55	55	17	14	13	14	17	17	23	21	20	37	64	162	79
Infant	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30	40	All under six years of age.								.	146 (*d*)	90
Swansea, York Place. Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Infant	.	57	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6	51	.	.	.	.	.	.	.	.	.	.	80
Tenby, N. S. Boys'	Good.	65	.	.	.	.	.	16	16	16	4	8	20	19	23	21	18	18	16	16	21	16	20	21	18	23	12	12	8	7	9	7	6	32	44	65
Girls'	1 to 4 *i.*	57	.	35 (*a*)	.	.	.	18	18	18	.	.	4	16	19	6	17	31	14	24	24	18	23	17	12	32	2	3	7	8	10	3	12	26	32	55
Infant	Good.	106	.	67 (*a*)	20 (*b*)	.	136 (*c*)	.	4	36	.	1	13	13	20	82	.	30	9	15	60	11	36	25	40	89	18	9	10	4	1	2	3	123	146	110
Trawsfynydd	.	39	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	48
Uzmaston and Boulston		114	.	.	.	.	.	31	57	83	10	31	.	26	26	31	.	57	.	.	57	.	37	26	31	.	.	.	.	.	.	.	.	.	.	124
Warren, Agricultural School	1 to 5 *f.*	52	.	.	.	.	10	.	6	18	7	8	.	.	6	4	.	18	.	6	34	12	22	8	6	14	10	8	6	11	9	7	2	15	18	50

(*a*) Sew or knit. (*b*) Make clothes. (*c*) Not from notes. (*d*) School been opened 6 months.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Swansea, N. S., Boys' and Girls'.—Inspected 20th February, 1849. Well organized, under a master, assistant, and mistress; all aided by monitors. 2. Discipline well maintained. 3. Methods previous training. 4. Much behind-hand; writing bad. 5. Mistress pleasing in personal demeanour, of good temper, and willing; but deficient in instruction. 6. Partly

tained. Much looked after by the vicar, who commonly opens the school with prayers. Sometimes, but rarely, replaced by his curate. No corporeal punishment used. 3. The ordinary methods used in the Westminster training-school. 4. Good, the master having been well trained, and the mistress intelligent, but not very extensive as yet, the schools having been opened only six months at the date of inspection. 5. The master is an intelligent, active man, and is going in for the certificate examination. The mistress will also go in for the examination at some future period. Both highly respectable in personal appearance, and well spoken of by the vicar and committee. 6. These are highly promising schools, worked up strenuously by the vicar and committee. Buildings peculiarly good. Children healthy, considering the dirty nature of the staple trade of the town—copper smelting, and coal.

Swansea, Infant.—Inspected 7th March, 1849. 1. Under a mistress and five monitors. 2. Very good, children quiet and cheerful; no unnecessary harshness displayed. 3. Partly by books, but much by oral instruction. Singing good. Apparatus quite sufficient. 4. Fair; explanations good; gallery lessons well given, both by mistress and one of the monitors —a candidate for pupil-teacher. 5. Mistress an Irishwoman, of good appearance, trained at the Home and Colonial Schools; bears a good character as a teacher; active and intelligent. 6. Room very large, lofty, cheerful, and well ventilated; kept perfectly clean, and quiet for an infant school. Condition of the school, in general, satisfactory.

Swansea, York Place, Girls'.—Inspected 19th February, 1849. 1. The order of placing the children excellent, with forms and flat tables, slightly semicircular; divided into rather too few classes. 2. Very good, and kept apparently with great kindness. The manners of the children peculiarly good. 3. Somewhat old fashioned. 4. Good in the main, but not so good in arithmetic and grammar as could be desired. 5. Taught by a mistress, a respectable person, who has been there 30 years, and has been presented with a testimonial in consequence. 6. In want of more numerous copies of books, and deficient in apparatus. Much excellent needlework done in the school. School stated by the managers to be a Church of England school now, though founded originally by dissenters; but not under the parochial clergy.

Swansea, York Place, Infant.—Inspected 9th March, 1849. 1. Under an assistant teacher and two monitors. 2. Fair, considering the tender age of some of the children. 3. The usual methods, but hardly carried out for want of more teachers. 4. Fair. 5. The teacher an amiable and diligent young person, rather too young (16) for her office, and not instructed enough; but good in managing the children. 6. The room much too small, though cheerful, well ventilated, and warmed. Everything kept clean, and in tolerable order. School closed with prayer and singing. If two good teachers, or one experienced teacher, and two active pupil teachers, were appointed for this school, its condition would be much improved. Some of the children were so young, that they could hardly speak plain.

Tenby, N. S., Boys'.—Inspected 5th March, 1849. 1. Under a master and four monitors. A committee superintends, and the vicar and curate visit. 2. Indifferent, owing to want of experience on the part of the master. 3. Improvement required; no good order observed: school noisy; boys not well classed as to their lessons. 4. Tolerable, though not so far advanced as it might be. Writing very bad throughout the school, the boys being made to write in bad copy-books. 5. Master active, and willing, but deficient in experience. 6. Building in the old castle; airy, cheerful, well ventilated; deficient in a class-room. More apparatus wanted. The main defect of the school is want of order and proper method.

Tenby, Girls'.—Inspected 5th March, 1849. 1. Under a mistress and four monitors. 2. Irregular; badly maintained from want of experience. 3. Unsatisfactory, from want of an infant school; this interferes with the work, and causes disturbance; class-room and lobby wanted. Out-buildings of both schools, and master's house, fair.

Tenby, Infant.—Inspected 22nd February, 1849. 1. Under a mistress and assistant, aided by monitors, three of whom were examined as candidates for pupil-teachers. A committee of ladies and gentlemen superintend. 2. Mild, children unusually cheerful; said to be always anxious to come to school, and the parents satisfied. 3. The usual methods, with two galleries and a class-room. 4. Coming up to a fair average for infants. 5. The head mistress a young woman of superior education, regularly trained in the Home and Colonial schools—is very methodical and prompt in her instruction; communicates in a clear and becoming manner; much loved by the children. Monitors and assistant good. 6. This is more than an infant school, children of 12 and 13 years of age frequent it; the building is rather small for the numbers received.

Trawsfynydd.—Inspected 28th August, 1849.—1. Under one master; no mistress; no monitors: in two divisions. A: farmers' children who pay weekly or quarterly. B: labourers' children who come free, at expense of the rector. A, containing 14 boys and 4 girls, is subdivided into two classes for reading. B: containing 30 boys, forms a miscellaneous class, with each child learning a separate lesson or nearly so. Much objected to and condemned by the rector. 2. Fair; children well disposed, but no drilling, nor, properly speaking, school orders observed. 3. Bad. 4. A: first class read Bible, miracles and parables; arithmetic—proportion, fractions, and interest. Second class read Testament miracles and parables; arithmetic—long division and practice. First and second write on paper, and learn a little geography; one boy very intelligent, and studying Goldsmith's grammar and geography. The free boys do not in general learn arithmetic nor writing, but a few do. 5. Master, aged 44, not trained; was once a servant to Mr. Williams, M.P. for Coventry; bears a good character from the rector for industry, good temper, and cheerfulness. Salary 15*l*., paid by the rector for the free boys, and 13*l*. paid by pupils who are farmers' sons. No house. 6. Children fairly clad, considering the peculiar circumstances of so remote a parish.

Uzmaston and Boulston. Inspected 5th September, 1849. 1. Organized under a master, in four classes, with three pupil-teachers. Parallel desks along the room. Classes sometimes brought down into squares. 2. Discipline good; no undue noise. 3. Methods fair; good explanations and questions afterwards. 4. Instruction good, as far as it goes, but books of secular reading greatly wanted in the school, where the Bible is made the reading book. 5. The master holds a third-class certificate, and is an active man. 6. The school-room is new and good, and with the master's residence, as well as all the out-houses, is commodious, clean, and in good condition.

Warren, Agricultural School.—Inspected 26th February, 1849. 1. Organized under a master, in two divisions, boys and girls; but the children arranged in classes of both sexes. They sit separately on parallel desks. Boys till a small farm of four acres, for three hours daily, and are in school three hours and a half; girls work meanwhile. 2. Fairly maintained without corporeal punishment; rather quick and sharp. 3. Usual methods adopted. Master and three monitors. Master clear in his explanations. 4. Very good in music and arithmetic, and fair in other subjects. New reading books are wanted, and some more apparatus, especially globes and black boards. 5. No mistress. The master a quick and intelligent man, good in arithmetic and music from notes; fair in grammar, good in writing. Wants extended study in other points. 6. Children very cheerful and healthy. School founded and sustained by Lord and Lady Cawdor, and superintended by the Rev. James Allen, of Castle Martin. The farming arrangements are good, and out-buildings convenient.

Tabulated Report, in detail, on the Schools Inspected in Wales—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	Paper: From Copies.	Slates: Abstracts or Composition.	Slates: From Dictation or Memory.	Slates: From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Welshpool, N. S. Boys'	1 to 5 *f.*	112	.	.	.	.	48	25	25	48	1	25	25	48	26	23	.	48	25	73	49	48	25	26	23	34	24	23	14	16	14	6	9	27	36	115
Girls'	1 to 5.	99	.	99 (*a*)	2 (*b*)	.	24	.	24	24	.	3	24	19	24	32	.	24	24	19	56	24	43	16	16	35	14	14	19	12	12	8	6	20	46	100
Infants'	.	28	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Wick, Glamorgan	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Ystradgunlais	.	39	.	.	.	.	.	.	.	.	.	.	12	.	.	.	.	12	.	.	10	.	12	10	17	.	.	.	.	.	.	.	.	.	.	65

(*a*) To sew or knit. (*b*) To cut out and make clothes.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Welshpool, N. S., Boys'.—Inspected 3rd May, 1849. 1. Organized under one master, in six classes, with six monitors. 2. Discipline fair. 3. Methods good. 4. Instruction fair in scriptural knowledge, arithmetic, and geography; bad in writing; no regular copy-books used. 5. Master well informed and active; has since obtained a third-class certificate. 6. Room required painting and cleaning at the time of my visit, and the ventilation was imperfect. The back premises were out of repair, and too small. The children were poorly clad, compared with other parishes; the singing is peculiarly good in this school. No class-room attached to the school.

Welshpool, N. S., Girls'.—Inspected 3rd May, 1849. 1. Organized under one mistress, in five classes, with monitors to each. 2. Discipline fair. 3. Methods fair. 4. Instruction moderate in general character, though some children answered well. Writing bad. 5. The mistress active. 6. Room wanted more ventilation, and the external premises were in bad repair. This has been subsequently attended to.

Welshpool, N. S., Infants'.—Inspected 23rd October, 1849. 1. Organized under a mistress. 2. Discipline good. 3. Methods fair. 4. Instruction fair, as far as can be judged of now, the school having been opened only one month. 5. The mistress holds a third-class certificate. 6. The school is held in a house given rent free by the Earl of Powys, but a regular building is going to be erected. It is well supplied with maps, &c.

Wick, Glamorgan.—This school was closed at the time of my visit, and no master had been appointed; but since that period, I am given to understand, it has been re-opened.

Ystradgunlais.—Inspected 2nd July, 1849. 1. Organization: under one master, in four classes, with four monitors. 2. Discipline fair, though the children are rather rough, owing to their being of the families of miners and iron workers. 3. Methods moderately good; the master without much method himself, *and, without knowing Welsh*, certainly brings his children on fairly. 4. Instruction limited to the "Bible," "Prayer-book," and a few small books. Children all Welsh in language and habits; read fairly; can translate fairly from English into Welsh; understand what they read and say. Mary Jones has been in the school only one year; could not speak English when she came; now converses in English remarkably well. Thomas Thomas, aged nine, has been in school two years; can do long division well; answers well. John Morgan, aged seven, has been in school 18 months; did not know his alphabet when he came, nor one word of English; now reads with the first class, and speaks English well—a nice little fellow, far advanced beyond most children of his age. The main defects of the school consist in not teaching writing and arithmetic to lowest classes, though the bottom of the school consists of beginners and infants, who cannot do much, and yet take up the master's time. 5. Master one of Madame Bevan's teachers; is going to be removed shortly to North Wales; a Radnorshire man; does not know Welsh. 6. School wants properly organizing and modernizing. Room rather out of repair, and not clean enough.

General Report for 1848-9, *by Her Majesty's Inspector of Schools.* JOSEPH FLETCHER, Esq., *on British and Denominational Schools.**

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General Report, for 1848-9, *by Her Majesty's Inspector of Schools,* JOSEPH FLETCHER, Esq., *on British and Denominational Schools.**

MY LORDS, *24th November*, 1849.

IN accordance with your Lordships' recent instructions, I have now to render an account of the discharge of my duties during the past year and a-half; and the following table supplies the most succinct statement that I am able to render of the occupation of my time since the close of May, 1848, to which period my last Report was brought:— Occupation of time during the last year and a-half.

TABLE, showing the Occupation of Time for a Year and a Half, of 78 Weeks, or 468 Days, exclusive of Sundays, from the Week ended 27th May, 1848, exclusive, to the Week ended 24th November, 1849, inclusive.

OCCUPATIONS.	Miles.	Days.
Travelling and Inspection, generally with examination of pupil-teachers, and frequently also to report upon the claims to augmentation of teachers' salaries under certificates . . .	9,871	211
Diary reports, correspondence, interviews with promoters of schools, devising circuits, notices of inspection, &c., occupying about a day in each week, usually Saturday.	.	78
Total Inspection	.	289
Three examinations of male teachers in the autumn of 1848, two in the spring of 1849, and two of female teachers in the autumn of 1849	.	64
Preparing and reviewing papers for these examinations . . .	.	38
Total examinations	.	102
Writing part of a former, and the whole of the present General Report	.	36
Conference of Inspectors	.	4
Off public duty	.	35
Public holidays; Christmas-Day and Good-Friday	.	2
Total miscellaneous	.	77
Total of a year and a-half . .	.	468

The "miscellaneous" section of this table needs no further comment; but a comparison of the other two shows, that upwards of one-fourth of the whole available time for the inspection of schools, and the examination of teachers for certificates

* Being those in which the authorized version of the Scriptures is daily used, whether without Catechisms, on the principles of the British and Foreign School Society, or with them, on the principles of the several Protestant denominations which admit to their schools children exempted, on the requisition of their parents, from learning such Catechisms.

of merit, was occupied by the latter duty only; with the necessary effect of restricting the labours of inspection almost wholly to the schools which receive your Lordships' annual grants for pupil teachers, or in augmentation of the salaries of the head teachers. The following pages will show that there is no ground for supposing, however, that this temporary limitation of the field of duty has in any degree impaired the power of the existing provisions for elevating the popular education of the country, but quite the contrary; and even the meetings of teachers for examination will, I trust, have had an improving effect upon those who have attended them, beyond the mere attainment of their express object, and the demonstration which has been afforded of their true character, as scenes of pleasurable and honourable, if also of arduous exertion, in which even failure is the best lesson towards success, while success only is published. It is needless, however, to dwell upon this subject, beyond expressing the sincere respect which I entertain for the teachers generally, who have heretofore presented themselves for examination; and my conviction that they will take certificates of such merit as can be ascertained by examinations like ours, without being led to look with the less solicitude to the growth in their own hearts of that practical piety which must ever be the basis of the life and labours of a successful teacher.

In the 289 days devoted to inspection, and the discharge of the various duties of correspondence, &c., I travelled 9,871 miles, inspected 275 schools, and passed 382 pupil-teachers, besides candidates; being 34 miles per day, and, for the 211 days, exclusive of the Saturdays, generally one school, and, for one-fourth of the time, two schools per day; or 142 children and nearly 2 pupil-teachers; besides reporting on the augmentation of salaries to 28 schoolmasters. This statement will be vouched by Appendix V., at the end of which will be found the total number of each class of schools, and of the children contained in them.

Wesleyan Schools on the Glasgow plan, a new class.

At the date of my last Report, I had inspected only seven Wesleyan schools, of which, one at Lambeth (p. 437), is a British school in organization, as are several others of oldest establishment by Wesleyan societies, as at Radnor-street, City-road (p. 402), Great Queen-street (p. 409), and Limehouse (p. 409.) The perfect arrangement which had then recently been made on the part of your Lordships with the Committe appointed by the Wesleyan Conference, and which includes a model deed and a complete system of government for the schools of that connexion, has since had the effect of so augmenting the number of them applying for annual aid under the Minutes of 1846, that they now form one-third of the whole number receiving it that come under my inspection. It becomes incumbent upon me, therefore, to give a brief special notice of these schools; since, with the few exceptions already noticed,

all the most vigorous form an entirely distinct class from th. British, Infant, or Village schools, which I have heretofore had to describe, having been organized on the plans of the "Glasgow Training System."

They are a remarkable monument of exertion for the Christian education of youth, made by the Wesleyan societies throughout the kingdom, chiefly within the last ten years, during which they have had the advantage of a central organization expressly for this purpose, around the Wesleyan Committee of Education, composed of an equal number of ministers and laymen, appointed annually at the Conference. The total number of the Wesleyan day-schools in England and Wales, returned to this Committee in 1848, was 64 for boys only; 58 for girls only; 56 for infants only; and 229 mixed schools, expressly for boys and girls, but into which an infant section is commonly found obtruded. The total number of schools was thus 343, and of their scholars 37,704: the Sunday-schools of the same denomination, to the elevation of which these day-schools are already operating, being no fewer than 4,227; of voluntary teachers in them, 81,341; and of scholars, 438,690. It is only a part of the more vigorous of the Wesleyan, as of the British schools, which have yet, therefore, been enabled to avail themselves of the advantages offered by your Lordships' recent Minutes.

Character of their support, compared with that of British Schools.

Their school premises are generally respectable in dimensions and construction, though they frequently want more upward ventilation by outlets into chimneys, air-flues, or other orifices in or near the ceiling; while, on the other hand, considering their usual situation in towns, considerable effort has been made to give them the great advantage of a play-yard, upon which their system sets a merited value. The provision of such premises alone was a great effort on the part of societies whose members are certainly not reputed to be above the average in the advantages of worldly fortune, and who in many localities have scarcely any in their number above the humbler middle, or the artisan classes; and yet, as at Mousehole, Stonehouse, &c., they have not shrunk from the sacrifice. Still, it must be obvious, that the proportion of the subscribers who hoped to reap advantage in having a good Christian education brought home to their own children, was greater than among the subscribers to any other class of schools upon which I have to report; and that such persons could scarcely be expected to contribute more to the annual support of the school than a fair fee for the education of their own children. The amount of extraneous aid, therefore, in addition to the school fees, is less in proportion in this than in other class of public schools, compared with which they have generally therefore, more of a self-supporting character. In many instances, it was indeed anticipated that they would [illegible]

self-supporting; and I trust that neither this hope nor its partial disappointment will raise a doubt in your Lordships' minds as to whether they may come fully within the scope of your provisions for schools for the poorer classes. They are all open to those classes at very low fees, of which many are excused payment; they are self-supporting only in proportion as their supporters are poor; and the meed of success which has been vouchsafed to them in circumstances so difficult, is to me a witness of their Christian character; for I have never known success to attend the efforts of persons of the same class in society, for the education of their own and their poorer neighbours' children, which had not a religious basis.

The extent to which these observations are really applicable will be seen by the following table, in which the receipts from subscriptions, donations, and collections, are seen to be 50 per cent. greater in the British than in the Wesleyan schools; while the receipts from school fees are 20 per cent. greater in the Wesleyan; the total income of each being as nearly as possible equal, as is also the total expenditure, and even each item of it.

AVERAGE Income and Expenditure in the British Schools taken indiscriminately, and in the selected class of Wesleyan Schools applying for Pupil Teachers.—*See* Minutes for 1846, vol. ii., pp. 164-7, and Appendix VIII. to the present Report.

Income and Expenditure.	In the Selected Wesleyan Schools.			In the British Schools generally.		
	£.	s.	d.	£.	s.	d.
Income from—						
Local endowment	1	7	10½	3	11	10
Local subscriptions	16	17	10¼	41	15	6
Local collections	14	5	3¼	4	4	5
School-pence	72	2	5¼	60	3	7
Other sources	8	14	7¾	4	5	9
Total	113	8	1¼	114	7	1
Expenditure on—						
Salary of Master	72	7	0	68	10	0
Salary of Mistress, (sometimes of a girls' school and at others of girls' in boys' school)	26	9	3¼	26	6	5
Salary of Infants' Mistress	36	13	4	32	6	2
Salaries of Assistant Teachers and rewards to Monitors	5	13	11¾	8	6	11
Books and stationery	8	12	2½	6	11	11
Fuel and lights	3	1	3¼	2	12	8
Repairs	4	15	1½	7	5	6
Incidentals	12	18	4¾	8	17	10
Total	121	3	7	118	3	2

Average attendance in the Selected Wesleyan Schools . . 144
,, ,, British Schools generally . . . 162

The attendance in the Wesleyan schools is here seen to be about 12 per cent. less than in the British, and by a subjoined statement of the ages of the children, it will be observed that the attendance in Wesleyan mixed schools, is of a rather superior range of ages to that which is found in the British mixed schools, which occur only in poor localities, and include the infants, as well as the boys and girls. In none of the schools are there more than 10 per cent. above 12 years of age, while the proportion above 10 is only 18 per cent., in either the Wesleyan or British mixed schools; while in the boys' and girls' schools of each class it is about 25 per cent.

Ages of the children in each class of schools.

ABSTRACT of the Ages of the Children in 73 Schools, and of the proportion per cent. in attendance at each age.

Not exceeding the following years of Age.	British.			Wesleyan.		Total.
	Boys.	Girls.	Mixed.	Boys.	Mixed.	
Completed.	No.	No.	No.	No.	No.	No.
7	1,665	897	298	285	256	3,401
8	739	325	31	135	58	1,288
9	680	312	37	130	66	1,225
10	627	283	41	111	54	1,116
11	470	283	29	79	28	889
12	368	186	36	73	27	690
13	253	121	13	58	18	463
14	272	115	12	32	21	452
	5,074	2,522	497	903	528	9,524
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
7	32·8	35·6	60·0	31·6	48·5	..
8	14·6	12·9	6·2	15·0	11·0	..
9	13·4	12·4	7·5	14·4	12·5	..
10	12·4	11·2	8·3	12·3	10·2	..
11	9·3	11·2	5·8	8·7	5·3	..
12	7·2	7·4	7·2	8·1	5·1	..
13	5·0	4·8	2·6	6·4	3·4	..
14	5·3	4·5	2·4	3·5	4·0	..
No. of Schools	35	22	4	8	4	73

Character, training, and methods of the Teachers in the Wesleyan Schools

The teachers of the Wesleyan schools have been carefully selected by the Central Wesleyan Education Committee in London, from candidates, members of, and commonly reared in, the Society, from all parts of the kingdom; and they have generally received at least a year's training at the Normal School, at Glasgow, sustained through all its vicissitudes chiefly by the energies of Mr. Stow, whose name is universally associated with its plans and methods. They are men worthy of the Society, of their selection, and of their office; and well calculated to imbibe with ardour the spirit of the institution to

self-supporting; and I trust that neither this hope nor its partial disappointment will raise a doubt in your Lordships' minds as to whether they may come fully within the scope of your provisions for schools for the poorer classes. They are all open to those classes at very low fees, of which many are excused payment; they are self-supporting only in proportion as their supporters are poor; and the meed of success which has been vouchsafed to them in circumstances so difficult, is to me a witness of their Christian character; for I have never known success to attend the efforts of persons of the same class in society, for the education of their own and their poorer neighbours' children, which had not a religious basis.

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13	253	121	13	58	18	463
14	272	115	12	32	21	452
	5,074	2,522	497	903	528	9,524
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
7	32·8	35·6	60·0	31·6	48·5	..
8	14·6	12·9	6·2	15·0	11·0	..
9	13·4	12·4	7·5	14·4	12·5	..
10	12·4	11·2	8·3	12·3	10·2	..
11	9·3	11·2	5·8	8·7	5·3	..
12	7·2	7·4	7·2	8·1	5·1	..
13	5·0	4·8	2·6	6·4	3·4	..
14	5·3	4·5	2·4	3·5	4·0	..
No. of Schools	35	22	4	8	4	73

Character, training, and methods of the Teachers in the Wesleyan Schools

The teachers of the Wesleyan schools have been carefully selected by the Central Wesleyan Education Committee in London, from candidates, members of, and commonly reared in, the Society, from all parts of the kingdom; and they have generally received at least a year's training at the Normal School, at Glasgow, sustained through all its vicissitudes chiefly by the energies of Mr. Stow, whose name is universally associated with its plans and methods. They are men worthy of the Society, of their selection, and of their office; and well calculated to imbibe with ardour the spirit of the institution to

which they were sent; and though some appear to have taken rather a stamp of its form than a draught of its spirit, with the result, hereinafter described, yet your Lordships may fully rely upon the public money being directed to the prosecution of good influences, wherever it is employed in the encouragement of teachers selected and trained as these have been. In attainments they are quite equal to the others whom I have placed in the same rank with them as fit to receive the care of pupil-teachers; and the Wesleyan Education Committee exercised a wise liberality in giving them, for the revision and extension of those attainments, as well as the acquisition of a new system and methods, double the time for which it has generally been found possible to retain the students in training for the schools of the poor.

One great principle they took with them, and had it *moulded* at Glasgow, which was, that their own conduct in the management of the school must be an exemplification of the Christian character, with a view to awaken a reflection of it in the hearts of the children, and, with a blessing, render it indelible, by vivifying to their minds the words of many a simple yet fertile text. All that can result from such a principle will be found in their schools to a far greater extent than it ought humanly to have been hoped or expected; the hearts of the children are rightly directed; and great care is constantly taken to cultivate and train their affections.

Another principle they *acquired* at Glasgow, which was, to do as much as possible for the education of their children themselves, and as little by any other agency as they possibly could. And this, also, is a great and living principle, one which is ever sending forth new shoots of good exertion, and certainly has called forth every power of these men. But its being carried to the extreme of doing virtually *nothing* by delegated agency, in an overstrained horror of the "monitorial system," as necessarily involving a moral blight, has, I think, contributed to send some valuable men to an early grave, to break up several schools, and greatly to cripple the efficiency of others. In none of the schools of this class could I find any trace of the teachers having been instructed in any methods by which to make the best use of inferior agency, so as to give it the highest skill which its quality and the character of the task would allow; or in the organization of the whole school for the careful elimination of such tasks, or parts of tasks, as, by their more technical character, admitted of the useful employment of a somewhat skilled, though very inferior agency. In fact, the plan of working the school, upon which they commence, consists in alternately teaching the whole of it in an enormous gallery (equally exhausting and wasteful of their strength), and cutting it up into little sections, under monitors entirely unskilled to hold them,

but from one to another of which they circulate themselves with exemplary industry. These arrangements entail disadvantages, for which the superior singing, marching, and tone of the schools do not fully compensate in the opinion of many of the parents, and they have had some ground for moderating their first admiration of "the system," without the adoption of improvements of which it is easily susceptible.

Experience of their system, and views of the Wesleyan Education Committee upon it.

To be successful, where annual subscriptions and collections are not large, the school must be numerously attended; to be numerously attended out of any separate connexion, or limited population, it must be a mixed school of both sexes and all ages, from 5 to 15; really to instruct these altogether upon any subject is impossible, although the instruction of a large number, of properly classified ages, had been practicable at Glasgow; a supplementary subdivision with skilled monitors was required; but subdivision without skilled monitors was necessarily resorted to, for the teachers did not know how to train them, and had almost a dread of attempting it. Again, in their own teaching, the first universal habit of the masters has been to take indiscriminate (called *simultaneous*) answering from the gallery in the chief part of their teaching, though occasionally a single boy, with considerable loss of time, would be called upon for an individual answer, subject to the correction of another; and this indiscriminate answering is accompanied by that want of collectiveness of a conceiving attention which, with the remedy for it, I took the opportunity of pointing out in my last Report, as a great vice, whether in galleries or drafts. (*Minutes* 1847-8, vol. ii., p. 228.) This want of collective attention in the gallery, and the absence of any attempt to obtain it in the drafts, except for the brief time that the master was in them, not only entailed a defective progress upon the general body of the school, and especially its lower portions, but really lowered its discipline and its training power, through the disorder into which every section of the school necessarily fell, without a method to enforce collective attention, whenever the teacher himself was out of it, and the large amount of mental indolence enjoyed by the larger portion of the gallery, notwithstanding the seeming simultaneity of their answers.

A few of the most gifted teachers, detecting the dangers upon which they were running, preferred, while adhering to the spirit of their system, to supplement the forms of labour which they brought with them, by others which its successful operation demanded, and thus saved their schools, even where their circumstances were by no means favourable, as at Tunstall (p. 406). Others, though talented, were incapable of such an amount of invention, and ran the career of the Stonehouse School (*Minutes*, 1847-8, vol. ii., p. 269, post p. 420); while the greater number

have devoted an enormous amount of faithful personal labour without the degree of success which had been hoped, and which they merited to reap. I cannot, however, employ more succinct terms than those of H. Armstrong, Esq., the Wesleyan Education Committee's own Inspector. "It is obvious," he says, "that the simultaneous method of teaching cannot be well applied where great disparity exists; and in many of these instances the little ones are regarded as little more than growing material for future use; some teachers do not admit them into the gallery when giving the usual lessons, but dispose of them as they best can, in class-rooms or elsewhere, placing them under the care of other children, who can do but little to instruct or profit them. The attention and labour of the teacher are thus greatly augmented, and a double disappointment is experienced; the school being regarded as unfit to meet the claims of ripening youth, and as not so well adapted as one of the old Dame schools to afford instruction to infants."*

Allowed to run its full course, without liberal collections to fall back upon, the result of this defect is that observed in the case of the Stonehouse School, which I have described at full length as exemplifying every possible unhappiness. A single master, without any trained monitorial assistance, could not teach a mixed assembly of all ages and both sexes; the defect of technical instruction in the lower classes of the boys' and girls' school was presently perceived; its numbers declined; it became necessary to double the amount of the fees from 1*d.*, 2*d.*, and 3*d.* to 2*d.*, 4*d.*, and 6*d.*; the lower class of children (those of poorest parentage and least instruction, such as form the body of a British or National school) now became almost extinct; while the master, emancipated from the necessity of dealing with such classes, was gradually enabled to strengthen the instruction of his upper classes until nearly his whole school became composed of children paying 6*d.* per week each; being a class wholly above the poorest, though in a school receiving subscriptions from scarcely any who could be called rich, and who naturally began to hesitate about the propriety of their continuance. In fact it had assumed somewhat of the character of a propietary denominational school of the humbler middle classes, though not with the good-will of the parties supporting it, upon whom it threw a greater burthen than they had anticipated, without accomplishing nearly the extent of good which they had designed.

So far, however, from such a result being recognised and accepted by the Wesleyan body at large, its Education Committee report, in 1848, that they believe there are few instances "in which the attention of the teacher has been directed to the

* *Tenth Annual Report of the Wesleyan Education Committee*, 1848, p. 42.

improvement of the children thus specially recommended to his care by a higher rate of payment to an extent which has interfered with the attention required to be given to the children in general, and the training of the mass in the ordinary branches of instruction, in some degree sacrificed to what has been regarded as the more important object of the advancement of the *élite* in the higher branches; and that they cannot be otherwise regarded than as a culpable departure from the original design of the Conference and the Committee; it being the avowed and *primary* object of the school system which they are anxious to promote, to secure to the children of the *poorer* classes, more particularly, the means of a sound religious and secular education. Neither our own connexion nor the country at large can be satisfied that moneys which are contributed by the *public* for the promotion of the leading object, in the establishment of schools and the training of teachers, should be diverted to the more special instruction of the children of superior classes. It may not, indeed, be considered to be altogether objectionable, or even undesirable, but the contrary, that a few of the children belonging to these classes should be admitted to the schools on terms bearing some fair proportion to the circumstances of their friends, especially in small towns or villages where the children of the poor may not be sufficiently numerous to fill the schools, as the more orderly and elevated habits and better condition of the more respectable children may be expected to exert a favourable and improving influence upon the other children of the school; and it is obviously a most equitable rule, that those who are in better circumstances should be required to pay accordingly. But the *additional* payments obtained upon this principle should in all cases be regarded, simply as an auxiliary contribution to the general school fund, and not as a *premium* for peculiar privileges; and the attention of the teacher to the children under his care should be as impartially distributed as though no such special contribution had been made."*

The Committee then proceed to point out that the schools cannot reasonably be expected to be self-supporting, and to recommend the institution of infant schools to relieve the teachers of the older children from the unavailing attendance of the little ones; and their Lordships will perceive, from the just and discriminating spirit which pervades the above extract, that there is no fear of abuse arising out of this want of sufficient organization in the schools, which it is my duty to point out; a defect, attended as it is with some also of methods, which has now produced its worst effect; for strenuous endeavours will be made to remove it so soon as it is recognised;

* *Tenth Annual Report of the Wesleyan Committee of Education*, 1848, p. 18.

and your Lordships' grant of pupil-teachers will be the most efficient contribution to this end, and aid rapidly to restore the schools which receive it to their original numbers, and fortify them in their original purpose, of *training* the whole body of children which frequent them; one from which the Normal Institution of the Connexion, which is now being reared in Westminster, will not permit much deviation hereafter.

It must be remembered also that we are measuring these schools by the standard of what they *propose*, and not by that of what "unaided" schools generally have *accomplished*. The upper class commonly is well advanced by a disproportionate amount of the master's labour; but this has long been the prevailing defect of our popular schools, and is only now being remedied, in great part through the bounty administered by your Lordships. The schools of Tunstall (p. 406), Salisbury (pp. 389, 443), and Penzance (p. 417), already show the way to success; that of Stonehouse is a warning against going hastily from one system to another—from the simultaneous to the monitorial—instead of merely adding to the existing plan of the school, whatever it may be, the features which it requires: and that of Helston (p. 416), under a teacher of ample attainments, exemplifies the mode in which schools which have been the object of much expense and solicitude, and have every resource for success within themselves, may be permitted to fall far back towards the condition of the old private village schools of individual instruction by the teacher, with lower classes if permitted yet neglected in them. In fact, it is only the *individual* instruction that in such cases is good, the simultaneous instruction being bad, because not *collective*, and the monitorial not worthy of mention.

Instruction derivable from this experience.

The valuable experience of the Wesleyan schools should not be lost upon the promoters of the like institutions generally; and we derive from it a warning, that in all the calculations which are now being extensively made towards the establishment of self-supporting schools on the border between the middle and labouring classes, in the towns as well as in the country, that there must not only be a teacher of sufficient attainments to instruct the former, and sufficient system and method to train the latter, but that *somebody must pay extraneously* for those who cannot or will not pay sufficient for the proper instruction of their own children.

A teacher who is to be remunerated almost wholly by the fees of a higher-paying class of children, cannot, and ought not, to give to the others the degree of attention which is due to the *wholeness* of the school as a place of moral training, in the estimation of either a committee or an inspector, who, in fact, have then little claim to influence in such a matter; and the general defect of mental discipline which ensues is not,

although that of decency and order is, in some degree supplied by the younger children being seated in the gallery during its instruction in what they cannot understand, by methods which have generally left unmoved the faculties also of a large proportion of those above them in years. To give a minister, a committee, or an inspector any moral claim to see the school conducted for the equal development and training of the minds and hearts of *all* the children, it ought not to be virtually a school for an upper class of children, with a lower merely *permitted* in it, but one in which these are to receive their due share of solicitude in return for the extraneous aid afforded to the school, not only in the provision of a school-house and apparatus, but also by the supply of some part of its annual income. I can conceive of no superintendence ensuring this desirable result without having a very definite moral claim to demand it. But in the case of the Wesleyan schools, which have seldom experienced the extreme difficulties felt by that at Stonehouse, precisely the requisite amount of moral influence and pecuniary means *is* supplied, wherever they have availed themselves of your Lordships' annual grants in augmentation of the salaries of their teachers, and for the stipends of his pupil-teachers. These contributions, applied precisely where the interests of the schools demanded them, and meeting the liberal original outlay of the Committees, and their continued moderate payments, have rendered them the trustees of means sufficient for the work, and made them capable of exercising over it that moral influence which they, and the Ministers in their name, are justly entitled to exercise, with most beneficial results upon the whole school, as an instrument of education worthy of the name. To parties thus situated the annual visits of an inspector are merely occasions of a general revision of their school and its details, regarded in this light; and they are well pleased to have a skilled opinion upon its progress, every circumstance bearing upon it being duly considered.

I have yet seen no separate girls' school on the Glasgow training system, and I should apprehend that, to wield the big gallery, containing a whole school, for the greater part of the instruction, would prove beyond the physical power of females generally. The very few Wesleyan Infant schools on that plan which have come under my notice, as at Stonehouse (p. 420) and Runcorn (p. 445), have not been in a condition equal to the attainments of the teacher, or the average of those connected with the Home and Colonial Infant School Society. Seeing the class to which the Wesleyan schools generally will carry their mission of truth and civilization, I would gladly have seen the needlework of the girls, and even of the little ones (with which are generally associated habits of neatness and precision higher than those which they will acquire elsewhere or by any other means), forming a subject of more special solici-

tude, though only as an element of moral training, to the true spirit of which these schools are, as a whole, a national testimony.

Effect of the employment of pupil-teachers upon the organization and efficiency of each class of schools.

The effect upon the organization of the schools generally, arising from the employment of pupil-teachers in them, has been to bring both the monitorial and the simultaneous schools (the British and the Glasgow respectively) much nearer to a common standard. In the British schools the result has generally been, not the abolition of the monitorial drafts, but the restriction of their use to the technical work of the school, and the subjection of them in small groups to the management of the several pupil-teachers, who become responsible to the master, not only for the detail of instruction given by themselves, but also for the general skill of the monitors assistant in each, and for the general conduct of the children. These drafts are occasionally thrown together by the pupil-teacher for collective instruction, and the sections thus formed, each under its own officer, gives to the master a general command of the whole, superior to that which he formerly had, because it is now intelligent and gentle in the highest degree, instead of being merely mechanical. For instances, I may refer to the Abbey-street, Bethnal-green, school, long organized on the plan now coming into general adoption, but never before so completely; the South Islington and Pentonville school, which is a model of sound organization and healthy progress, though without any features of display; the Chichester school, though temporarily suffering from change of teachers; the Tiverton school, long possessed of superior resources through the liberality of its patron; the Plymouth school, one of the largest in the kingdom; the Falmouth school, with its drafts compactly arranged in double semicircles or quadrants; the Truro school, which now works almost wholly in sections; the Brentford school, with its elaborate system of registering the progress of the children in each exercise and each class; and others which will readily be found in Appendix VI.

The effect on the schools of simultaneous instruction, on the other hand, has been to break down the gross unmanageable mass formed by a whole school assembled in an enormous gallery, into more available sections; and to awaken the teachers, now that they have a subordinate agency superior to mere monitors, to the development or adoption of methods for the best economy of their services; a course which awakens them to the fact, that even the monitorial agency is, for technical exercises, susceptible of a skill much greater than was ever contemplated in their little practising drafts, under children misnamed monitors, because completely and avowedly untrained. Instances of such progress will be found in the Wesleyan schools of Salisbury, Tunstall, Penzance, Exeter, Cardiff, Staplecross, Dunster, Wantage, &c., which carefully retain all the advantages of their superior simultaneous in-

struction, while they feel their way to improved methods of employing subordinate agency and classification; the difficulty experienced in this progress being fully equal to that felt in the British schools to attain to a more complete system of simultaneous lessons.

The effect on the girls' schools has likewise been to group the monitorial classes into sections under their respective pupil-teachers; and the advancement in their general vigour, when the system has been a year in operation, is very remarkable, as for instance at Truro, Plymouth, South Islington, and Lewin's Mead; but the palm, both of progress and actual excellence, certainly belongs to the girls' school at Tiverton. One immediate effect of strengthening the girls' schools is the abolition of the old plans of simultaneous answering to feeble monitors, breeding a fancied superiority in the leaders of the noise, and leaving the rest in a mental indolence quite as great as during the slow individual instruction with which it alternated; and the change will, I hope, tend rapidly to uproot the conceit, of which the Ladies' committees have had justly to complain, though sometimes themselves parties to the essential feebleness which was at its root. Nor is less benefit observable in the infant schools, where a few female pupil-teachers, under a mistress, supply precisely the aid which she requires, while they receive a training which can in no respect be lost, whether as young teachers in public schools and private families, or in the matronly duties of more advanced life.

From the annexed tables it will be seen that the girls', as well as the boys' schools, are now extensively supplied with pupil-teachers; but it is with regret that I have to point out how few of the infant schools have received any; for those on the plans of the Home and Colonial Infant School Society are a portion of our popular education relatively as far advanced as any in the paths of sound intellectual discipline, combined with the regulation of the children's affections by those of a Christian teacher. This results from few of the teachers having received early education enough to carry a pupil through the whole course of a sound education up to the age of eighteen or twenty, at the same time that their employment with children so young, affords them no opportunity, as employment in girls' schools would, of revising and extending their higher technical attainments, without special effort of a very serious kind.

With your Lordships' permission, I have, therefore, where there are girls' and infants' schools on the same premises, with a competent teacher in the former, recommended the apprenticeship to her of some young persons, for the service of the infants' school as well as of her own, as in the case of the large South Islington and Pentonville British school (pp. 402, 459); the young people receiving the whole of their general education from the mistress of the girls' school, as also their special training in

tude, though only as an element of moral training, to the true spirit of which these schools are, as a whole, a national testimony.

Effect of the employment of pupil-teachers upon the organization and efficiency of each class of schools.

The effect upon the organization of the schools generally, arising from the employment of pupil-teachers in them, has been to bring both the monitorial and the simultaneous schools (the British and the Glasgow respectively) much nearer to a common standard. In the British schools the result has generally been, not the abolition of the monitorial drafts, but the restriction of their use to the technical work of the school, and the subjection of them in small groups to the management of the several pupil-teachers, who become responsible to the master, not only for the detail of instruction given by themselves, but also for the general skill of the monitors assistant in each, and for the general conduct of the children. These drafts are occasionally thrown together by the pupil-teacher for collective instruction, and the sections thus formed, each under its own officer, gives to the master a general command of the whole, superior to that which he formerly had, because it is now intelligent and gentle in the highest degree, instead of being merely mechanical. For instances, I may refer to the Abbey-street, Bethnal-green, school, long organized on the plan now coming into general adoption, but never before so completely; the South Islington and Pentonville school, which is a model of sound organization and healthy progress, though without any features of display; the Chichester school, though temporarily suffering from change of teachers; the Tiverton school, long possessed of superior resources through the liberality of its patron; the Plymouth school, one of the largest in the kingdom; the Falmouth school, with its drafts compactly arranged in double semicircles or quadrants; the Truro school, which now works almost wholly in sections; the Brentford school, with its elaborate system of registering the progress of the children in each exercise and each class; and others which will readily be found in Appendix VI.

The effect on the schools of simultaneous instruction, on the other hand, has been to break down the gross unmanageable mass formed by a whole school assembled in an enormous gallery, into more available sections; and to awaken the teachers, now that they have a subordinate agency superior to mere monitors, to the development or adoption of methods for the best economy of their services; a course which awakens them to the fact, that even the monitorial agency is, for technical exercises, susceptible of a skill much greater than was ever contemplated in their little practising drafts, under children misnamed monitors, because completely and avowedly untrained. Instances of such progress will be found in the Wesleyan schools of Salisbury, Tunstall, Penzance, [illegible] Cardiff, Staplecross, Dunster, Wantage, &c. which *retain* all the advantages of their

which they were sent; and though some appear to have taken rather a stamp of its form than a draught of its spirit, with the result, hereinafter described, yet your Lordships may fully rely upon the public money being directed to the prosecution of good influences, wherever it is employed in the encouragement of teachers selected and trained as these have been. In attainments they are quite equal to the others whom I have placed in the same rank with them as fit to receive the care of pupil-teachers; and the Wesleyan Education Committee exercised a wise liberality in giving them, for the revision and extension of those attainments, as well as the acquisition of a new system and methods, double the time for which it has generally been found possible to retain the students in training for the schools of the poor.

One great principle they took with them, and had it *moulded* at Glasgow, which was, that their own conduct in the management of the school must be an exemplification of the Christian character, with a view to awaken a reflection of it in the hearts of the children, and, with a blessing, render it indelible, by vivifying to their minds the words of many a simple yet fertile text. All that can result from such a principle will be found in their schools to a far greater extent than it ought humanly to have been hoped or expected; the hearts of the children are rightly directed; and great care is constantly taken to cultivate and train their affections.

Another principle they *acquired* at Glasgow, which was, to do as much as possible for the education of their children themselves, and as little by any other agency as they possibly could. And this, also, is a great and living principle, one which is ever sending forth new shoots of good exertion, and certainly has called forth every power of these men. But its being carried to the extreme of doing virtually *nothing* by delegated agency, in an overstrained horror of the "monitorial system," as necessarily involving a moral blight, has, I think, contributed to send some valuable men to an early grave, to break up several schools, and greatly to cripple the efficiency of others. In none of the schools of this class could I find any trace of the teachers having been instructed in any methods by which to make the best use of inferior agency, so as to give it the highest skill which its quality and the character of the task would allow; or in the organization of the whole school for the careful elimination of such tasks, or parts of tasks, as, by their more technical character, admitted of the useful employment of a somewhat skilled, though very inferior agency. In fact, the plan of working the school, upon which they commence, consists in alternately teaching the whole of it in an enormous gallery (equally exhausting and wasteful of their strength), and cutting it up into little sections, under monitors entirely unskilled to hold them,

but from one to another of which they circulate themselves with exemplary industry. These arrangements entail disadvantages, for which the superior singing, marching, and tone of the schools do not fully compensate in the opinion of many of the parents, and they have had some ground for moderating their first admiration of "the system," without the adoption of improvements of which it is easily susceptible.

Experience of their system, and views of the Wesleyan Education Committee upon it.

To be successful, where annual subscriptions and collections are not large, the school must be numerously attended; to be numerously attended out of any separate connexion, or limited population, it must be a mixed school of both sexes and all ages, from 5 to 15; really to instruct these altogether upon any subject is impossible, although the instruction of a large number, of properly classified ages, had been practicable at Glasgow; a supplementary subdivision with skilled monitors was required; but subdivision without skilled monitors was necessarily resorted to, for the teachers did not know how to train them, and had almost a dread of attempting it. Again, in their own teaching, the first universal habit of the masters has been to take indiscriminate (called *simultaneous*) answering from the gallery in the chief part of their teaching, though occasionally a single boy, with considerable loss of time, would be called upon for an individual answer, subject to the correction of another; and this indiscriminate answering is accompanied by that want of collectiveness of a conceiving attention which, with the remedy for it, I took the opportunity of pointing out in my last Report, as a great vice, whether in galleries or drafts. (*Minutes* 1847-8, vol. ii., p. 228.) This want of collective attention in the gallery, and the absence of any attempt to obtain it in the drafts, except for the brief time that the master was in them, not only entailed a defective progress upon the general body of the school, and especially its lower portions, but really lowered its discipline and its training power, through the disorder into which every section of the school necessarily fell, without a method to enforce collective attention, whenever the teacher himself was out of it, and the large amount of mental indolence enjoyed by the larger portion of the gallery, notwithstanding the seeming simultaneity of their answers.

A few of the most gifted teachers, detecting the dangers upon which they were running, preferred, while adhering to the spirit of their system, to supplement the forms of labour which they brought with them, by others which its successful operation demanded, and thus saved their schools, even where their circumstances were by no means favourable, as at Tunstall (p. 406). Others, though talented, were incapable of such an amount of invention, and ran the career of the Stonehouse School (*Minutes*, 1847-8, vol. ii., p. 269, post p. 420); while the greater number

have devoted an enormous amount of faithful personal labour without the degree of success which had been hoped, and which they merited to reap. I cannot, however, employ more succinct terms than those of H. Armstrong, Esq., the Wesleyan Education Committee's own Inspector. "It is obvious," he says, "that the simultaneous method of teaching cannot be well applied where great disparity exists; and in many of these instances the little ones are regarded as little more than growing material for future use; some teachers do not admit them into the gallery when giving the usual lessons, but dispose of them as they best can, in class-rooms or elsewhere, placing them under the care of other children, who can do but little to instruct or profit them. The attention and labour of the teacher are thus greatly augmented, and a double disappointment is experienced; the school being regarded as unfit to meet the claims of ripening youth, and as not so well adapted as one of the old Dame schools to afford instruction to infants."*

Allowed to run its full course, without liberal collections to fall back upon, the result of this defect is that observed in the case of the Stonehouse School, which I have described at full length as exemplifying every possible unhappiness. A single master, without any trained monitorial assistance, could not teach a mixed assembly of all ages and both sexes; the defect of technical instruction in the lower classes of the boys' and girls' school was presently perceived; its numbers declined; it became necessary to double the amount of the fees from 1*d.*, 2*d.*, and 3*d.* to 2*d.*, 4*d.*, and 6*d.*; the lower class of children (those of poorest parentage and least instruction, such as form the body of a British or National school) now became almost extinct; while the master, emancipated from the necessity of dealing with such classes, was gradually enabled to strengthen the instruction of his upper classes until nearly his whole school became composed of children paying 6*d.* per week each; being a class wholly above the poorest, though in a school receiving subscriptions from scarcely any who could be called rich, and who naturally began to hesitate about the propriety of their continuance. In fact it had assumed somewhat of the character of a propietary denominational school of the humbler middle classes, though not with the good-will of the parties supporting it, upon whom it threw a greater burthen than they had anticipated, without accomplishing nearly the extent of good which they had designed.

So far, however, from such a result being recognised and accepted by the Wesleyan body at large, its Education Committee report, in 1848, that they believe there are few instances "in which the attention of the teacher has been directed to the

* *Tenth Annual Report of the Wesleyan Education Committee*, 1848, p. 42.

improvement of the children thus specially recommended to his care by a higher rate of payment to an extent which has interfered with the attention required to be given to the children in general, and the training of the mass in the ordinary branches of instruction, in some degree sacrificed to what has been regarded as the more important object of the advancement of the *élite* in the higher branches; and that they cannot be otherwise regarded than as a culpable departure from the original design of the Conference and the Committee; it being the avowed and *primary* object of the school system which they are anxious to promote, to secure to the children of the *poorer* classes, more particularly, the means of a sound religious and secular education. , Neither our own connexion nor the country at large can be satisfied that moneys which are contributed by the *public* for the promotion of the leading object, in the establishment of schools and the training of teachers, should be diverted to the more special instruction of the children of superior classes. It may not, indeed, be considered to be altogether objectionable, or even undesirable, but the contrary, that a few of the children belonging to these classes should be admitted to the schools on terms bearing some fair proportion to the circumstances of their friends, especially in small towns or villages where the children of the poor may not be sufficiently numerous to fill the schools, as the more orderly and elevated habits and better condition of the more respectable children may be expected to exert a favourable and improving influence upon the other children of the school; and it is obviously a most equitable rule, that those who are in better circumstances should be required to pay accordingly. But the *additional* payments obtained upon this principle should in all cases be regarded, simply as an auxiliary contribution to the general school fund, and not as a *premium* for peculiar privileges; and the attention of the teacher to the children under his care should be as impartially distributed as though no such special contribution had been made."*

The Committee then proceed to point out that the schools cannot reasonably be expected to be self-supporting, and to recommend the institution of infant schools to relieve the teachers of the older children from the unavailing attendance of the little ones; and their Lordships will perceive, from the just and discriminating spirit which pervades the above extract, that there is no fear of abuse arising out of this want of sufficient organization in the schools, which it is my duty to point out; a defect, attended as it is with some also of methods, which has now produced its worst effect; for strenuous endeavours will be made to remove it so soon as it is recognised;

* *Tenth Annual Report of the Wesleyan Committee of Education*, 1848, p. 18.

and your Lordships' grant of pupil-teachers will be the most efficient contribution to this end, and aid rapidly to restore the schools which receive it to their original numbers, and fortify them in their original purpose, of *training* the whole body of children which frequent them; one from which the Normal Institution of the Connexion, which is now being reared in Westminster, will not permit much deviation hereafter.

It must be remembered also that we are measuring these schools by the standard of what they *propose*, and not by that of what "unaided" schools generally have *accomplished*. The upper class commonly is well advanced by a disproportionate amount of the master's labour; but this has long been the prevailing defect of our popular schools, and is only now being remedied, in great part through the bounty administered by your Lordships. The schools of Tunstall (p. 406), Salisbury (pp. 389, 443), and Penzance (p. 417), already show the way to success; that of Stonehouse is a warning against going hastily from one system to another—from the simultaneous to the monitorial—instead of merely adding to the existing plan of the school, whatever it may be, the features which it requires: and that of Helston (p. 416), under a teacher of ample attainments, exemplifies the mode in which schools which have been the object of much expense and solicitude, and have every resource for success within themselves, may be permitted to fall far back towards the condition of the old private village schools of individual instruction by the teacher, with lower classes if permitted yet neglected in them. In fact, it is only the *individual* instruction that in such cases is good, the simultaneous instruction being bad, because not *collective*, and the monitorial not worthy of mention.

Instruction derivable from this experience.

The valuable experience of the Wesleyan schools should not be lost upon the promoters of the like institutions generally; and we derive from it a warning, that in all the calculations which are now being extensively made towards the establishment of self-supporting schools on the border between the middle and labouring classes, in the towns as well as in the country, that there must not only be a teacher of sufficient attainments to instruct the former, and sufficient system and method to train the latter, but that *somebody must pay extraneously* for those who cannot or will not pay sufficient for the proper instruction of their own children.

A teacher who is to be remunerated almost wholly by the fees of a higher-paying class of children, cannot, and ought not, to give to the others the degree of attention which is due to the *wholeness* of the school as a place of moral training, in the estimation of either a committee or an inspector, who, in fact, have then little claim to influence in such a matter; and the general defect of mental discipline which ensues is not.

although that of decency and order is, in some degree supplied by the younger children being seated in the gallery during its instruction in what they cannot understand. by methods which have generally left unmoved the faculties also of a large proportion of those above them in years. To give a minister, a committee, or an inspector any moral claim to see the school conducted for the equal development and training of the minds and hearts of *all* the children, it ought not to be virtually a school for an upper class of children, with a lower merely *permitted* in it, but one in which these are to receive their due share of solicitude in return for the extraneous aid afforded to the school, not only in the provision of a school-house and apparatus, but also by the supply of some part of its annual income. I can conceive of no superintendence ensuring this desirable result without having a very definite moral claim to demand it. But in the case of the Wesleyan schools, which have seldom experienced the extreme difficulties felt by that at Stonehouse, precisely the requisite amount of moral influence and pecuniary means *is* supplied, wherever they have availed themselves of your Lordships' annual grants in augmentation of the salaries of their teachers, and for the stipends of his pupil-teachers. These contributions, applied precisely where the interests of the schools demanded them, and meeting the liberal original outlay of the Committees, and their continued moderate payments, have rendered them the trustees of means sufficient for the work, and made them capable of exercising over it that moral influence which they, and the Ministers in their name, are justly entitled to exercise, with most beneficial results upon the whole school, as an instrument of education worthy of the name. To parties thus situated the annual visits of an inspector are merely occasions of a general revision of their school and its details, regarded in this light; and they are well pleased to have a skilled opinion upon its progress, every circumstance bearing upon it being duly considered.

I have yet seen no separate girls' school on the Glasgow training system, and I should apprehend that, to wield the big gallery, containing a whole school, for the greater part of the instruction, would prove beyond the physical power of females generally. The very few Wesleyan Infant schools on that plan which have come under my notice, as at Stonehouse (p. 420) and Runcorn (p. 445), have not been in a condition equal to the attainments of the teacher, or the average of those connected with the Home and Colonial Infant School Society. Seeing the class to which the Wesleyan schools generally will carry their mission of truth and civilization, I would gladly have seen the needlework of the girls, and even of the little ones (with which are generally associated habits of neatness and precision higher than those which they will acquire elsewhere or by any other means), forming a subject of more special solici-

tude, though only as an element of moral training, to the true spirit of which these schools are, as a whole, a national testimony.

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The effect upon the organization of the schools generally, arising from the employment of pupil-teachers in them, has been to bring both the monitorial and the simultaneous schools (the British and the Glasgow respectively) much nearer to a common standard. In the British schools the result has generally been, not the abolition of the monitorial drafts, but the restriction of their use to the technical work of the school, and the subjection of them in small groups to the management of the several pupil-teachers, who become responsible to the master, not only for the detail of instruction given by themselves, but also for the general skill of the monitors assistant in each, and for the general conduct of the children. These drafts are occasionally thrown together by the pupil-teacher for collective instruction, and the sections thus formed, each under its own officer, gives to the master a general command of the whole, superior to that which he formerly had, because it is now intelligent and gentle in the highest degree, instead of being merely mechanical. For instances, I may refer to the Abbey-street, Bethnal-green, school, long organized on the plan now coming into general adoption, but never before so completely; the South Islington and Pentonville school, which is a model of sound organization and healthy progress, though without any features of display; the Chichester school, though temporarily suffering from change of teachers; the Tiverton school, long possessed of superior resources through the liberality of its patron; the Plymouth school, one of the largest in the kingdom; the Falmouth school, with its drafts compactly arranged in double semicircles or quadrants; the Truro school, which now works almost wholly in sections; the Brentford school, with its elaborate system of registering the progress of the children in each exercise and each class; and others which will readily be found in Appendix VI.

The effect on the schools of simultaneous instruction, on the other hand, has been to break down the gross unmanageable mass formed by a whole school assembled in an enormous gallery, into more available sections; and to awaken the teachers, now that they have a subordinate agency superior to mere monitors, to the development or adoption of methods for the best economy of their services; a course which awakens them to the fact, that even the monitorial agency is, for technical exercises, susceptible of a skill much greater than was ever contemplated in their little practising drafts, under children misnamed monitors, because completely and avowedly untrained. Instances of such progress will be found in the Wesleyan schools of Salisbury, Tunstall, Penzance, Exeter, Cardiff, Staplecross, Dunster, Wantage, &c., which carefully retain all the advantages of their superior simultaneous in-

struction, while they feel their way to improved methods of employing subordinate agency and classification; the difficulty experienced in this progress being fully equal to that felt in the British schools to attain to a more complete system of simultaneous lessons.

The effect on the girls' schools has likewise been to group the monitorial classes into sections under their respective pupil-teachers; and the advancement in their general vigour, when the system has been a year in operation, is very remarkable, as for instance at Truro, Plymouth, South Islington, and Lewin's Mead; but the palm, both of progress and actual excellence, certainly belongs to the girls' school at Tiverton. One immediate effect of strengthening the girls' schools is the abolition of the old plans of simultaneous answering to feeble monitors, breeding a fancied superiority in the leaders of the noise, and leaving the rest in a mental indolence quite as great as during the slow individual instruction with which it alternated; and the change will, I hope, tend rapidly to uproot the conceit, of which the Ladies' committees have had justly to complain, though sometimes themselves parties to the essential feebleness which was at its root. Nor is less benefit observable in the infant schools, where a few female pupil-teachers, under a mistress, supply precisely the aid which she requires, while they receive a training which can in no respect be lost, whether as young teachers in public schools and private families, or in the matronly duties of more advanced life.

From the annexed tables it will be seen that the 'girls', as well as the boys' schools, are now extensively supplied with pupil-teachers; but it is with regret that I have to point out how few of the infant schools have received any; for those on the plans of the Home and Colonial Infant School Society are a portion of our popular education relatively as far advanced as any in the paths of sound intellectual discipline, combined with the regulation of the children's affections by those of a Christian teacher. This results from few of the teachers having received early education enough to carry a pupil through the whole course of a sound education up to the age of eighteen or twenty, at the same time that their employment with children so young, affords them no opportunity, as employment in girls' schools would, of revising and extending their higher technical attainments, without special effort of a very serious kind.

With your Lordships' permission, I have, therefore, where there are girls' and infants' schools on the same premises, with a competent teacher in the former, recommended the apprenticeship to her of some young persons, for the service of the infants' school as well as of her own, as in the case of the large South Islington and Pentonville British school (pp. 402, 459); the young people receiving the whole of their general education from the mistress of the girls' school, as also their special training in

the work of a girls' school, for say three out of five years of the term of their apprenticeship; while their special training for the other two, taken perhaps one year at the beginning and another near the end of the term, will be in the management of the infant school by its mistress; care being taken that, at all events, the term for which they serve in either school shall be sufficiently long to demand the devotion of their whole energies to it, and, it is to be hoped, also their undivided affections, which would not be the case under changes made too rapidly. This co-operation of the two schools presents such obvious advantages, proved by a year's experience, that it is worthy of trial even where a necessity for it does not exist; since the pupil-teachers can then be directed to the one class of schools or the other, according to their peculiar aptitudes; and to whichever they ultimately devote themselves, they will be greatly benefited by their practical acquaintance with the other. In fact, the geographical distribution of the population, and the arbitrary but irresistible divisions into sects and classes, do not permit, in the majority of places, the accurate classification by ages which is to be found in the great normal schools of a metropolis; and a great want, therefore, is felt, of teachers, who, supposing them to have proper assistance under your Lordships' Minutes, will know how to deal with the class of "little ones" now neglected as an impertinence not contemplated by the "system" in girls' schools, or a class of elder girls, willingly kept, but seldom well taught, by the mistresses of the infant schools.

Indeed, a model village school, showing what may be done with mixed ages and sexes all under the same teacher, is so important an institution, that I would direct particular attention to that of Ambrose Brewin, Esq., in the suburb of Elmore, at Tiverton (p. 414), in which every system has been freely rifled for the elements which appeared available to the circumstances And the convenient centre which a good school offers for kindred forms of philanthropic effect is evinced in the case of the dispensary, library, lectures, and annual excursion into the country, connected with the Lewin's Mead School at Bristol.

It will thus be seen that the rate of improvement which I ventured to anticipate in my last Report for 1847-8, under the operation of your Lordships' Minutes offering pupil-teachers to all the best schools, has in effect been exceeded; and I have preserved the notes of inspection which describe it at some length, because such experience, at a time of transition, is not only interesting to every promoter of education, but absolutely essential to the supporters of the Normal schools, who have to direct the forces of their institutions according to the new forms which the educational wants of the public may assume under influences so novel and extensive. The frequent complaint of want of more complete methods which they pre-

sent does not invalidate this general testimony; for the best *methods* of teaching, which it would commonly be supposed were the first parts of a school system to be perfected by training institutions, and attained by those brought under their influence, are, in fact, the climax of the teaching art, whether to practice or to impress upon a subordinate agent. They are *never* complete and well employed throughout a school, and the descent to a very defective use of them is so rapid in the second-rate schools, as to raise a serious question whether it can have been a subject of sufficient solicitude to the conductors of the training-schools to give all who come up to them a clear *rationale* of school methods, illustrated by examples, which should supply to every teacher a test by which he may himself know, as he too often does not, whether he himself is or is not really training either the hearts or minds of the greater number of the children before him.

Want of logical purpose in the present edution of the faculties by collective lessons.

It is unnecessary to repeat the description which I have formerly given of the defects by which, in both simultaneous and draft teaching, all real collectiveness of attention on the part of the children is so frequently lost, and of the simple remedies by which alone it can be supplied.* Great and faithful and successful efforts are generally making to supply them; but when the first external essentials are obtained, there is still required a logical clearness and ready tact in the presentation of each part of the instruction to the several minds collectively awakened to it, which is the highest attainment of the teacher, and the summit of his art. This is seldom found in very high finish, and the *rationale* of it being seldom perceived, I can scarcely quote a single school in which the "collective lessons," as those to a whole section are commonly called, deal with the minds of the children with any distinctly logical aim. To "picture out" his subject is the maxim of the teacher trained at Glasgow; to make it "interesting" is that of the British school teacher; but these terms do not embody, if I may judge from the practical results, any very distinct views of the logical processes in the minds of the children with which both are dealing, and which they have to bring forth and exercise. By the former expression is meant explanation and analogical illustration, by calling forth analogies within the child's own experience or actual range of attainments; and by the latter, a well-compacted body of interesting information, conveyed in much the same methods. The infant schools, commencing with the children at an earlier age, and employing the principles of Pestalozzi, pursue a much more distinct course in the logical arrangement of their lessons; but while their object lessons are very properly directed to the exercise chiefly of the perceptive faculties of the children, and a truthful description of the

* *Committee of Council on Education Minutes* 1847-8, vol. ii., p. 228.

results by language, they also are defective in hanging back too much upon bare observation, and failing to give the minds of their more advanced pupils habits of truthful and careful *investigation;* the most valuable which they can generate; those which should be the chief spring of intellectual exertion in all above the age of babies; and those which are more essential to a really vigorous use of *observation* than appears at all to be perceived by the present race of teachers. I am well aware that this is *contemplated* by all the plans of giving collective instruction on objects; and I am, therefore, the more encouraged to point out that it is not, and why it is not, really attained, since minds of the greatest zeal and acuteness will immediately be employed to provide a remedy for the defect, which has become glaring only since the plan of employing pupil-teachers has rendered an education of all the children's faculties in a numerous school really, though for the first time, possible.

The gallery lessons on objects in all schools are intended to be exercises of the intellectual faculties on the works of nature and art which surround the children; in fact, lessons in reasoning, and in the truthful record in language of the results of each process of reasoning: *observation*, aided by analysis and experiment; *comparison*, followedby induction; *reasoning*, by analogy or deduction; and *hypothesis*, which, rightly used, as a light derived from things known, to lead the other faculties to the discovery of the unknown, is the parent of invention. These are the faculties which it is the object of the gallery lesson to call forth and exercise; and since they can never be so exercised thoroughly except by men of sound logical training, perfect in the art of teaching, it will not be surprising that there exist so few highly-gifted teachers. In fact, there are none but men of some genius who are said to have a peculiar *tact* which it is impossible to imitate; but I am anxious to see every part of the fine-art of instruction redeemed from hopeless concealment under such a word, and made the subject of rational study and improved training. To say that this would be a needless augmentation of the intellectual power of the teachers, would be to declare against the use of the intellectual faculties, and deny the uses of education altogether. I am arguing only for the instruction of the teachers in some proper method of doing that which they are already supposed, but vainly supposed, to accomplish. They can all give some degree of excitement, but healthful training of the mind is very unfrequent; and yet it is more especially demanded in popular schools that the excitement given shall be healthily directed, because the impulse is not going to be restrained or corrected by lengthened courses of study, such as train the mental faculties of those among the higher classes who really do become persons of education and moral stamina. The schoolmaster will be no less influential

in his religious instruction, no less valuable in the moral atmosphere which he will create in his school, for being also an able teacher. And a decisive effort ought to be made by the Normal schools for the development and inculcation of a more complete set of methods for the *arrangement* of the collective exercises in reasoning, as strenuously as in the completion of those described in my last Report as being already employed in the best schools for compelling a continuous and consciving attention on the part of all the children in an assembled section.

The greatest defect in the gallery lessons, as now given, appears to me to be the absence of any express methods of exciting *legitimate curiosity*, or *rational hypothesis*, to animate the whole of the exercise, and give it the true character of investigation. As certainly as that the man of science will go through any amount of labour in his favourite pursuit to bring forth a single ray of any new truth, so equally are we assured that he will not encounter it without some hypothetical prospect of its being rewarded with success. And in this respect children are little men, whose first favourite game of hide-and-seek is but one of hypothesis tested by observation, to which a rivalry in dexterity is superadded. Every healthy child, in fact, luxuriates in hypothesis and fiction; and it is merely required to take up this restive element of its character, which is always disposed to wander off into vague imagination, and yoke it to the car of profitable intellectual labour, instead of encouraging its vagrancy merely by making a lesson "interesting," or leaving it unemployed, while directly exercising the "perceptive faculties." Not that a lesson should be "uninteresting," or fail to cultivate the "perceptive faculties;" but the interest felt and the cultivation given should be *united*, by awakening curiosity to stimulate the perceptive faculties to action, and thus at once exercising these, and curbing imagination by practice from the earliest years in its legitimate uses. It is an *interest* through the *processes* employed thus to bring the several faculties into harmonious action, which should be substituted for that obtained by merely *diverting* the imagination.

Neither children nor men appear disposed to use their intellectual faculties with any greater stretch of force or precision than will serve the passing purpose of safety, advantage, or gratification; nature and art around them are in concrete forms, of which, unexcited, they willingly observe only so much as to tell one object and its most salient features from another; and thus concrete are the subjects of the several "object lessons" very properly brought before the attention of the children; and the more familiar they are the better. After obtaining general attention to this object,—suppose a child's

cotton pinafore, before juveniles from six to ten years of age,—the next step (in lieu of an amusing account of the cotton-tree, and its cultivation by blacks in very hot countries, &c., &c.), should be to get them to describe all the more obvious qualities of the material, then to question them for the sources of those qualities, as, for instance, how it was they could partially see the light through it, and blow through it, while yet is was of such equable thickness and smoothness. They will make the most absurd guesses, and only gradually approach the truth, to which it would be the teacher's care gradually to lead their minds, approving every genuine effort, and discouraging the folly of the over-volatile. The experiment of a rent, which many will have tried but few utilised, will then show, in a piece of coarse calico, in answer to the queries raised in their minds, the disposition of the threads, which may be illustrated by that of the rods in a little wicker basket, how it is that they escape at this rent, and waste away the material, and the use, therefore, of the hem. Then let them strive to form some idea how the work can have been accomplished of thus interweaving the threads; how laborious and almost impossible by the unaided hands; and thus (through the like interrogative course, never giving them a new piece of information until it comes as the answer to a rational presumption) show them, by sight and touch, by observation and experiment as much as possible, the several arrangements of the simplest form of loom. Next should be examined how the threads themselves were composed, and this might be illustrated by much coarser strings to show the twisting of the fibres by the simplest process of spinning; all complications of machinery in either this or the weaving being of course eschewed. And now having got back to the raw material, a specimen of it should be shown, its distinctive qualities and different origin as compared with flax and wool be described; its position in the plant illustrated by the lining of more familiar seed vessels; and the number of processes, besides a voyage across the seas, to which it must have been subjected before it could even be spun. To illustrate such a course of instruction most effectually there would be required, not a curiosity box, but one containing specimens of common materials in different processes of manufacture, with the raw article itself. In the course of it the questions would be addressed to all the children, but instead of their answering indiscriminately, all who thought they could answer should throw up their hands, and the teacher would, by a glance of the eye, select one child from among these to answer, or would demand answers to the simpler questions from those inclined to be inert, even when they did not throw up a hand. Done rapidly, under mutual correction, this would sustain the common atten-

accuracy and refinement as the time and faculties of the children may justify, without puzzling or fatiguing them, which should carefully be avoided.

These suggestions, *mutatis mutandis*, appear to me to be applicable to all the collective instruction in galleries or sections, which is not technical, or does not consist simply in "vivifying," as in a British school, or "picturing out," as in a Glasgow school, the terms used in a reading-lesson; and the defects to which I am calling reiterated attention, are that of cultivating mere observation, unexerted by curiosity on the one hand, and that of giving abstract terms and unanalyzed results of scientific generalization on the other; the former the less serious and more easily remedied defect chiefly of the infant schools, and the latter the much more dangerous and difficult error which prevails in the collective instruction of the schools for elder children. In a more legitimate course there will be no fear of their learning too much in the too limited time for mental cultivation which is now allowed to them; on the contrary, they will acquire healthy habits of intellectual exertion; and judiciously selected reading-books will give them general ideas for their future direction, if they have the opportunity of further study. Of all the groundless fears that ever occupied the minds of men, that of the children of the poor in this country ever being *over*-educated, is the most vain; taken to work, as they are, for the most part, before 12, 10, and even 8 years of age. That which we have to dread is, the present large amount of *mis*-education, either by a dull and imbecile inertness, which has been allowed to pervade so many of our schools, or the clangour of a verbal progress, which, in so many others, deceives both teachers and taught into complacency and conceit, with moral results equally injurious in both.

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Nor do these observations apply less, as regards mere method, to the Scriptural lessons than to others, the same faculties of the mind having to be used with moral as with physical nature; but here, of course, the one great essential is a Christian teacher, from whom alone will the *affections* ever receive their proper direction and cultivation. Nay, yet further, a wide experience induces me to believe that the merely technical and intellectual labour of a school will never be well or completely done throughout its classes by any but teachers whose affections are first disembarrassed and stimulated by a sense of their duty as Christian guardians, in the place of parents, over the whole of their charge. With such teachers we must remember that to observe among the scholars "one act of kindness, one tone of tender sympathy, one instance of self-control, one bud of opening piety, will be more precious, more dear to the heart, than the strongest effort of memory, the liveliest sally of imagination, or

time, under *education* worthy of the name. It is very remarkable, that in the few schools in whose teachers I do not feel the same degree of moral confidence that I do in the rest, the moral progress has nevertheless been heretofore very great under the pupil-teacher system, in the general tone of the school; and the only remaining solicitude is as to the character of the few youths under their care as they approach to early manhood.

Satisfactory progress of the pupil-teachers themselves.

This, however, is the only ground for solicitude that can now haunt the most sensitive mind; for the youths generally appear to be under pious influences, and to give the best promise of future character and usefulness. They are the children of parents who are members of some Christian society or other, and persons of repute in their class, which is that chiefly of artizans, with some few from among the mere labourers on the one hand, and the humbler middle classes on the other. As the advantages of the position become better known, there appears to be, on the whole, a rather higher class seeking it. For it is perceived that, if not intended for some mechanical art requiring an early apprenticeship, or wanted to work from a still earlier age for the common support of the family, a youth placed as a pupil-teacher in one of these schools, even should he ultimately decline the office of teacher, somewhat elevated in social estimation as it is becoming, will yet have acquired a degree of sound education, industrious habits, and, with God's blessing, Christian dispositions, to be a man very superiorly qualified for many employments in an active commercial country like our own; insomuch, that I believe few will ever accept the petty offices in the revenue and other departments, which have been mentioned as offering a proper resource for those who failed to show sufficient aptitude as teachers. Bad citizens may arise from among them, but they will be very few, and less bad than if they had received any other training. For I can scarcely conceive of a situation more favourable to the growth of the Christian graces than that of a group of boys under the charge of an able, humble, earnest, and pious teacher; even themselves sensible of the moral responsibilities, as well as industrious in the intellectual labours of their office; and forming a little band of brothers in, but not of, the little world which is the scene of their mission,—leading and not led by it. As yet, therefore, there is ground only for unmixed satisfaction with the progress made by the pupil-teacher system, in the class of schools which comes under my inspection, whether contemplated in its present results or its future prospects, whether in its effects upon the thousands directly effected by it, or upon the millions among whom the good influences generated among these will ultimately be diffused.

Great care having been used in the selection of these chil-

dren by all parties, and due faithfulness exercised, I trust, by the inspector, in declaring whether the schools were or were not fit for their reception, and whether the children had or had not abilities of sufficient promise, the number of positive rejections which can occur annually will not, I think, throughout the apprenticeships amount to 1 per cent. per annum, and these generally under circumstances which will call for kind consideration, and claim the allowance for the closing year of apprenticeship. There will likewise be about the same proportion of withdrawals, by the desire of parents and committees, to meet private circumstances demanding peculiar consideration. But this will leave, at the close of the apprenticeships, nine-tenths of those who have ever entered upon them, well prepared to go forward to a normal school, and there (at scarcely any private charge, if their conduct be as good in the higher as in the lower seminary) qualifying themselves to take one of your Lordships' certificates of merit, before entering upon a charge of their own.

That such will actually be the result of the present apprenticeships, I entertain the most sanguine hopes, not so much from the present technical progress of the youths, as from the good dispositions which they exhibit, and the habits of unaffected and earnest labour in which they are being trained, through the devotion of the master, and the demand of the inspector to see the effects of his increased teaching power in the raised moral and intellectual status of every part of the school. It is probable, too, that some good arises from the arrangement which places a *group* of young people, mutually cognizant of each other's deficiencies and efforts, in the position of pupil-teachers in each important school, at the same time that it keeps every department of it under a vivid sense of responsibility; for I have been deeply gratified in finding that the pupil-teachers generally are growing up devoid of the air of conceit which was so painful a feature in the character of some of the scattered apprentices or assistant-teachers heretofore to be found in the schools; and if this canker be not at work among them, we may safely rely on their firm health, honest parentage, habitual industry, and Christian hope, supporting them in an onward course, under selected teachers, to any degree of proficiency that can fairly or usefully be demanded.

Never [illegible] money more fully earned, or more profitably [illegible] the stipends of these young people, [illegible] for their instruction for at [illegible] five days in the week, a [illegible] all assured, been much [illegible] and found done in the [illegible] it impossible for

the hours of school attendance to be spent by the master and his young assistants in common study or mutual instruction, to the neglect of the little ones, though to their own immediate advancement; that of the master in obtaining his "augmentation," and of the youths, their "stipends." Indeed, I willingly lent to the committees all the influence that they supposed I could exercise towards this general elevation of the school, not only for its immediate fruits. but because the labour of its accomplishment formed an efficient and proper balance to the tendency of the promised "augmentations" and "stipends" to convert the heads of the schools and the young assistants into students instead of teachers; to the creation of a class of persons the very opposite of that which it was your Lordships' design to raise up. To retain the young people to the duty for which they are reared at the public expense, they must not be allowed to lose their interest in teaching, as the art by which they are to earn their daily bread, or be less tied to it by practised skill than those bred up to any other, whether mechanical or more refined.

Ability of teachers, and means of making their certificates a more exact test of it, as educators.

With regard to the ability of the teachers with whom the pupil-apprentices are placed, some test of it is supplied by the fact that more than one-third of the masters, besides deservedly enjoying, as most of them have done for lengthened terms, the esteem of their several committees, have already obtained your Lordships' certificates, commanding augmentations of salary; and that a number of the female teachers will also be found to have obtained theirs in the autumn examinations recently closed; being the first to which female teachers in schools not connected with the Church of England have been invited. I consider, indeed, that all the teachers with whom pupil-teachers are placed are able to prepare themselves, and that most of them actually are preparing themselves for examination for certificates; but the course of duty in which they are involved is obviously so arduous that it is not fair to expect them to come up before they have completed the course required with their first set of apprentices, which affords them an opportunity of completely revising their own attainments especially those of a purely technical character. A very few, indeed, excellent as teachers, and commanding esteem for the good moral tone which they instil into their schools, but advanced in age, and somewhat worn in a service of various periods exceeding twenty years, might, I venture to think, be the objects of some special indulgence, on the part of your Lordships, when they come up for their certificates, so that they shall not fail of obtaining at least one of the lower grade, if the Inspector can conscientiously report the high character of the services which he sees them continue to render after more than twenty years' service, certified to have been of the like efficiency.

My purpose, I am well assured, will not be misunderstood, when I crave permission, indeed, to recommend that in all future examinations of schoolmasters, although, so soon as their examination-papers have been reviewed, they should be advertised whether they exhibit a degree of mere *attainment* qualifying them to receive certificates from your Lordships, yet that the exact grade of that certificate should be left undetermined until such time as their schools shall have been once or twice visited by the Inspector; since it is not merely the degree of ability actually possessed, but also the degree of ability habitually put forth to which such certificates should be applied; and to attain this object thoroughly, a very large proportion of the marks, both positive and negative, should be assigned to the tenor of the inspector's deliberate report. Indeed it would have a very useful influence if all the young people coming from the Normal schools with certificates held them only in this conditional manner; such a provision being merely a corollary in the case of the teacher, to the solicitude which I have already described as occupying both committees and inspectors in the case of the pupil-teachers, that they shall not be estranged from the true spirit of their duty, but prove their possession of superior vigour by its fruits, direct or indirect, in their schools and classes, where a moral advancement equal to the intellectual is virtually demanded. Some provision to this end is already made by your Lordships in the testimony borne by the Inspector to the progress of the schools held by the certificated teachers which he inscribes upon their certificates, but this is not sufficiently before the public eye to have its due moral weight; and I venture therefore to recommend that this testimony should also weigh largely in determining the class and division of the certificate itself, to which end it is requisite merely to extend to the schoolmasters' certificates for the future, the existing provisions with respect to an inspector's visit to the schools of female teachers anterior to the issue of the certificate, made in deference to the embarrassment which they might feel in the trial-teaching of stranger children at the place of their examination, but equally requisite for the purpose of obtaining more complete evidence to their abilities in the management and education of children in every respect. I need scarcely add, that which would be gathered from the following Notes, that these suggestions emanate from the experience of my first complete tour of duty in the examination of schools with relation to the certificates of the teachers, which are everywhere held by meritorious persons, to whose relative *attainments* they bear the most exact testimony; but whose value as *trainers of the young* does not so nearly accord with the several degrees of merit indicated by their certificates as your Lordships desire, because the accordance is not so near as it may be easily

brought, however unattainable a precise accuracy, and however, great the strain upon the inspector, amidst the multifarious duties which he now discharges within a very brief space of time, to determine by an elaborate and delicate examination of the actual being, life, tone, and progress of the whole school, and every part of it, under every variety of circumstances that may have borne upon its recent history, to determine the degree of merit really due to its teacher.

Operation of grants in augmentation of teachers' salaries.

These, however, are merely instances of the minor defects attaching to every large plan which a little practice in its operation soon rectifies. The augmentation to the salaries of the teachers commanded by these certificate, forms, with the certificates themselves, the great lever for elevating the *status* of the schoolmaster, as the stipends of the pupil-teachers and their position in the school has elevated that of his subordinate agents; and the general result is the rapid growth of a body of popular education of unexampled efficiency and excellence. The augmentation of the teacher's stipend is equally an encouragement to him, and to his committee and subscribers, at the same time that it acts as a premium upon providing *good* schools and good schools only, by rendering the support of such, especially when there are pupil-teachers, no more costly than that of feeble ones, which, in lieu of yielding any satisfaction, entail only a perpetual harass upon their supporters. Nor is there, in this matter, any more possibility of a conflict of opinion or duty between the Inspector and the Local Committee, than, as explained in my last Report, in that of appointing pupil-teachers. The whole system of your Lordships' grants having an entirely *voluntary basis*, to which belongs the whole *management* of the schools, it is merely the performance of duties and the fulfilment of conditions that the Inspector has to report; and a teacher who does not perform his duty will not receive your Lordships' bounty, which may be considered in the light of a subscription, directed to specific parts of the school, according to your Lordships' judgment of the greatest good to be thereby attained. But his employment or dismissal is the business of the local managers; and the only new element introduced by the certificate system, is that a premium of from 10*l.* to 30*l.* per annum is put upon the employment of the really good teachers who are embraced by it.

All the schools which can fulfil the condition of supplying at least an equal sum towards a teacher's salary out of local subscriptions (in addition to the like sum at least from school-pence, if no more is supplied by subscriptions), are in the market to compete for the services of these teachers, whose total salaries, generally above the amount thus triply raised (from 30*l.* to 90*l.*), are of course subject to the laws of

supply and demand, and the inequalities entailed by varying skill, like the price of any other services in common demand. Although, therefore, it is the expressed wish of their Lordships that there shall be made "no corresponding reductions in the previous salaries of the teachers, even though more than sufficient to fulfil the conditions of the particular grant," it is obvious that any teacher whose services would not in the general market command the sum to which that grant would raise his emoluments, would soon be reduced to his actual value by dismissal, and re-employment in some other school, where the conditions would more barely be filled; and it might happen, even, that two schools might thus exchange teachers, each making the reduction at the same time, if the teachers, knowing themselves and the relative value of their services, did not save the committees the trouble, themselves the annoyance, and their schools the injury of the change by submitting to what these terms certainly encourage them to regard as a hardship and an injustice, and which their natural self-love, thus supported, does actually, in the very few instances in which it has occurred, lead them to regard as such, to the great moral injury of their several institutions. As the real power of your Lordships in such cases is obviously restricted to the enforcement of the conditions specifically assigned by the schedule, I would beg therefore to suggest the withdrawal of the terms above quoted from the schedule describing the "Augmentation of the Salaries of Schoolmasters and Schoolmistresses who have obtained Certificates of Merit;" since all that can really be done in the case is perpetually applied by the self-acting principles of supply and demand.

Nor will these fail to carry out your Lordships' good designs with a more precise and delicate justice than any special rule can administer. The supply of really *good* teachers is always much under the demand for them at the highest of the old rates of remuneration. Committees will still pay the old rates out of their own resources in the general competition for the best; your Lordships' grants to the certificated teachers who rank in this highest class will be precisely so much added to the general standard of remuneration; or, in other words, from 10*l.* to 30*l.* per annum augmentation is positively offered to the salaries of all good and laborious and faithful teachers in public schools throughout the kingdom, which, stimulated by other arrangements, will command an increase of well-directed exertion of a far greater proportionate amount; and wherever there occur individual instances in which this is not the case, either the person holding the certificate by the strength of his attainments has not equal qualifications as a practical educator, or there are other local considerations into which it would be quite as unavailing for your Lordships' inspectors to enter.

Good results of the present system of public aid to popular education.

In fine, although, as in duty bound, I am reporting to your Lordships every possible defect that I can find in the present system of co-operation between the State and the voluntary societies, in the improvement and extension of popular education, because it is your Lordships' most earnest desire to know them, with a view, if possible, to the removal of any which may exist, I am unable to conceive any plan, the main features of which can be more adapted to the condition of society in this island, or so well calculated to produce the happiest results. Its existence presupposes that the majority of intelligence and of power in Great Britain, as represented in Parliament, entertain the conviction that the voluntary efforts for the better education of the poorer classes,—always made by a *few* for the benefit of the *many*,—ought to be aided by contributions from *all*, in the shape of the public grants, administered by your Lordships. This was the inevitable result of the progress of voluntaryism itself, that it should obtain possession of a Parliamentary majority, and, as in the case of poor laws, demand that *all* should contribute to bear a burthen which must otherwise fall on a number numerically small though morally powerful. Our arrival at this phase of our history has been mistaken, conscientiously but unhappily, by a minority of the supporters of the schools which I am directed to inspect, as a step backward in the paths of religion, knowledge, and liberty; and in deference to this minority, with whom they have hitherto co-operated with a harmony which it would be very painful to break, a number of committees who would otherwise have availed themselves of the provisions of the Minutes of 1846 have heretofore refrained from doing so.

Such a course, however, is not, as it appears to be, one which can be adopted, as, at all events, productive of *no evil*. The schools thus circumstanced are not only remaining stationary, and therefore in a *relatively* backward condition, but some have, as it appears to me, *positively declined*, through the want of more hearty unanimity in their councils, and the somewhat false position of their teachers. Even if stationary, they are not making the new exertions imperatively demanded to meet the competition of rival *aided* schools; and in those most exposed to it, this immobility breeds a sense of comparative discomfort and neglect, or of over-satisfaction with things as they are, according to the section of the committee with which the teacher most sympathizes; the latter being fully as unfavourable as the former to any genuine progress, since not to advance in moral labours is always to recede.

Reasons why it is not universally adopted.

So large a number of kindred schools having nevertheless availed themselves of the Minutes with eminent advantage, I see no available means for the improvement of the remainder

but their adoption of the like course; since your Lordships will not turn back the former, nor the supporters of the latter develop any commensurate power; which, indeed, it is not reasonable to expect from them, already supporting, as most of them do, their own chapels, ministry, and Sunday-schools. I have hereafter completed the statistical inquiry pursued in former reports as to the sufficiency of their unaided efforts to meet the moral wants of every locality in regard to the quality as well as extent of the education offered to the people at large, with results which certainly indicate anything but success in the war against the moral evils inevitably associated with the astonishing progress in material civilization which is rapidly making our island the moated metropolis of the world. As for the argument of free-trade in education being the best, it was closed by calling into existence voluntary exertion itself, based on the missionary principle that there is no *effective demand* for truth and civilization until it is awakened by Christian effort and God's blessing. To forego, therefore, the obvious advantages derivable from public assistance in a cause so important to all society, and so dear to all Christians, requires a conviction that its acceptance involves injury to civil or religious liberty, or the freedom of instruction itself; and yet we have the same guarantee for this freedom that we have for any other, and no one has ever dreamt, in reference to recent measures, of fettering the freedom of instruction by the school any more than that of instruction by the press. Again, the most superficial examination, conducted with common patience, would show that, so far from involving any assault on religious liberty, any society or congregation of any denomination that chooses to support a public day-school, may receive its proportion of public aid without any conditions whatever, but those of certificates to the *moral* character of the teachers and pupils employed in it, and of their being possessed of the ordinary capacities to advance the work of elementary education. But it will be alleged, as it is (*See* Notes of Inspection) by the promoters of the Maidenhead school, that there is the germ of an attack on civil freedom in these measures, in the restriction of aid to such promoters of schools as profess and call themselves Christian, or, in other words, those of the Established Church, those who have the Scriptures in the authorized version used daily, and the schools connected with the Roman Catholic Association. "The minister and other members of the Committee gave up the intention of receiving Government aid for the support of their schools in any form, not through any apprehension of evil in the working of the measure, nor through any dread of the Government or its Inspectors, but in consequence of the Government having avowed, first by the Marquess of Lansdowne, and lately by Lord Morpeth, that their object is to promote a *religious* education,

and that they will give assistance *only* where they are assured that such an education will be imparted; statements which render it inconsistent for any voluntary in religion to take that aid which they might consistently have taken had they been permitted to do so, solely on the ground of *secular* education." In other words, since no other desire could be entertained by religious men than that expressed by these noblemen, its expression as statesmen, and not as individuals, creates the whole of the difficulty; a consideration which will surely dictate the employment of every effort, not against any aid to public education by the State, but to securing its regulation in a manner which will remove this difficulty, in accordance with principles of civil and religous equality already distinctly recognised by the constitution.

The views entertained by these gentlemen imply that whatever its statesmen or a legislative majority may be, or profess to be, and however desirous they may feel that the youth of the whole nation should be reared under the influence of Christian men, the State should confine itself to the encouragement of wholesome intellectual culture, under as good moral safeguards as it can obtain on an entirely voluntary basis; *voluntaryism itself* being thus esteemed a *test* of that truly Christian character which alone can supply the best moral influences, *more nearly approaching a true one*, than any other which the Government can demand or obtain. Such is my own humble reliance on the moral strength of the Christian character, and misgiving of the moral feebleness of every other, that I am by no means prepared to controvert this position, but firmly believe that an inspection which demanded but a really sound and honest intellectual progress throughout a school, by detecting and exposing all the eye-service teaching, would be able to accept scarcely any of the very few schools not avowedly Christian which would be presented for admission under your Lordships' Minutes. The small proportion of education not under Christian guardianship which might, in this sensitive regard to civil liberty, insinuate itself into public aid, would, it must be presumed by these gentlemen, when thus guarded, not extend any mentionable favour to error; while the voluntary efforts of the Church, and of every religious society, or committee of Christian men, would, by claiming the superintendence of the education of the country generally, make it, as a whole, what the majority in the State really desire, whether as citizens of an earthly or a heavenly kingdom. It concludes, in fact, and with truth, that neither pastors, committees, subscribers, nor teachers, without the sentiments of both, will exhibit the energy to accept, or long to discharge with efficiency, the trust thus offered to them; while the zeal of all other managers and the piety of all other teachers, will ever present results of a supe-

riority to be palpable to the most secular mind. I am quite unprepared to argue against such a conclusion, even if this were the place to do so, but would confine myself to pointing out that it is essentially recognised by the existing provisions, and that this is the very sentiment which gives rise to the expressions quoted by the Maidenhead Committee, as a reason for declining the aid once asked; a fact which affords ground to hope that a sincere desire to use diligently every available means of advancing so important a service will yet find some ground of reconciliation to public aid, consistently with the nicest regard to principles which your Lordships will ever regard with respect for the sincerity and self-denial with which they are held.

A complete scheme, based on local taxation and representation, would probably have thrown aside the voluntary principle, and reduce the religious communities to a very subordinate position in the matter; but so far from being the enemy of voluntaryism, the Government has rendered to it the great homage, which I believe to be its due, of becoming itself the greatest voluntary, and patron of voluntaryism, and accepting, as the guardians of a nation's youth, those who show themselves to be moved by principles sufficiently sound, and feelings sufficiently deep, to make personal sacrifices of time or means, or both, for its Christian education; a plan offering far less of symmetry than others, it is true, but promising to the apprehensions of Christian governors infinitely more than any other of the moral life immediately emanating from the Source of divine truth, which they justly regarded as more essential to its genuine success. The gentlemen agreeing with the Government (those, for instance, whose schools have since received pupil-teachers) sought simply to preserve, in the midst of new arrangements, in the outset necessarily imperfect, the land-marks of the civil and religious liberty which the Constitution had already secured, and which needed only naming to be recognized; at the same time reserving to themselves freedom, in honour, as well as in fact, to plead for any further improvements which should ultimately appear desirable. As the result of the spirit of a sound mind, with which they were then blessed, they now see their institutions flourishing with augmented vigour; and if those who yet doubt will inquire *why*, they will find that is simply because they are working the *voluntary system*, with the additional power supplied by means derived, through the State, from those who formerly neglected the grave duty of upholding their hands in so good a work. In fact, the part taken by the Government is merely an incident in the moral life of a great nation, whose schools will continue to reflect, and to purify its whole

character, so long as a Christian life is vouchsafed to animate them; neither taxes nor local subscriptions being paid in this age without a most direct and rigid responsibility on the part of their administrators, affording a complete protection from the lethargy which was to be the result of *endowment;* a term really inapplicable to the present subject, except as a warning to avoid for the future the rude contrivance of a rude age, in giving to common schools independent freehold estates in lieu of keeping them under a vigilant responsibility.

actual option ore exten- than that the system grants for ilding.

The constitution of the schools which I inspect is as open as their rules of admission; and yet I have cognizance of about 40 in my district which might profit by their Lordships' later Minutes, but which do not, owing to some of their supporters being yet influenced by the considerations above quoted, and the indisposition of their teachers to make any new exertion. These are chiefly in the home districts of the southern and midland counties; but in the remoter parts of the kingdom, northern, western, and south-western, almost every school that has had any connexion with Government formerly, and can at all avail itself of the additional resources now offered, has hastened to do so. The result is, that no fewer than 101 separate institutions, comprising 165 distinct schools, are receiving annual aid under your Lordships' Minutes, in my district only; and as I doubt not that a similar state of things exists in the other half of the kingdom, here is a body of about 200 separate institutions, or 330 schools, of the most vigorous class, and generally in central and influential situations, already profiting largely, and doing greatly augmented service under your Lordships' recent provisions, exclusive of the schools attached to the Established Church.

The precise result can be obtained only from the records of the department; but I am confident that it will be found to show a *far larger* proportionate amount of aid received by schools not connected with the Church of England than was received of the building grants; and many circumstances necessarily tend to this result. The British schools, and those supported by dissenting congregations, though designed originally for the poorest classes of labourers, or even for those contemplated by the "Ragged schools," which are now assuming *their* original mission, are, to a much greater extent than any other class, the schools for the children of the artizan classes and better paid workmen, with a few of the humbler middle classes; their teachers are men of rather higher attainments than those keeping humbler seminaries; they hold a position of a certain independence and respect, so long as they assert it only by Christian graces of character; and it is generally easy for them to find in their schools children of good parts and decent parentage who are willing and prepared to become pupil-

teachers to an extent which cannot be equalled in schools of which the social status, or the range of ages, and consequently that of attainments generally, is still lower; advantages which are yet further increased by their being generally *town* schools and numerously attended. It is this circumstance of position, indeed which gives to the improvement of the schools under my inspection such peculiar influence, acting, as it immediately will, upon the education of the middle classes generally, as well as upon the artizan classes, and the better-conducted of the labourers of the towns. And from the following table, which gives a total of 325 in half the kingdom, there must be already about 650 pupil-teachers in the British and Wesleyan schools contributing to this result:—

TABLE of the Schools in which Pupil Teachers are apprenticed, with the average attendance of Children, and the Number of Pupil Teachers.

CLASS OF SCHOOLS.	Separate Institutions.	Scholars and Pupil Teachers.									
		Boys' Schools.		Girls' Schools.		Infants' Schools.		Mixed Schools.		Total.	
		No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.
British Schools . .	61	6,637	157	3,825	60	1,034	11	1,190	22	12,686	250
Wesleyan Schools .	27	1,352	31	654	11	325	1	1,553	31	3,884	74
Presbyterian Schools .	1	..	..	..	..	..	..	91	1	91	1
Total .	89	7,989	188	4,479	71	1,359	12	2,834	54	16,661	325
No. of separate Schools in which contained .	..	(53)	(48)	(47)	(35)	(12)	(5)	(31)	(31)	143)	(119)
Average of children and Pupil Teachers in each school . .	..	150	4	95	2	113	2	91	2	116	3

Under every disadvantage, therefore, arising from mistrust, the actual operation of the present provisions for annual aid to the schools presents the very reverse of all the evils which were anticipated by their opponents; and when it comes to be seen that, so far from entailing any moral canker, the influences bearing upon the *tone* of the aided schools are certainly not less wholesome than those bearing upon the unaided, while all other advantages are so greatly multiplied to the former, with the best effect, those who are yet doubtful will probably lend their aid to give the best effect, and the most healthful bias possible, to the additional means that are offered to them.

Neglect of their Lordships' provisions for stipendiary monitors.

Indeed, a large proportion of the schools which I have classed as fit to receive though not receiving aid under the Minutes of 1846, are such as should properly have applied,

though they have held back from applying, or have applied fruitlessly, for assistance under that portion of them which, contemplating that there will be cases in which improving teachers are not yet able to conduct an apprentice through the course of instruction required for pupil-teachers, states that your Lordships are "disposed for a few years to encourage the managers to retain their monitors by small stipends to the age of seventeen, without apprenticeship, but under a form of agreement with the parents, on condition that the master give each monitor extra daily instruction." But this provision, when it comes to be applied, is practically nugatory, because there is no place, either in the schools or in society, for a class so nearly resembling that of the pupil-teachers as the stipendiary monitors become, when the regulations respecting them are carried out in the manner which I had occasion to describe to your Lordships' secretary, in a letter from Devonshire, on the 11th of December, 1847:—

"The case of the South Zeal village school is a type of a large class of schools situated in districts either too remote and thinly inhabited, or too poor, however populous, to support them on a very liberal scale, whatever may be the sacrifices made by the few more devoted individuals who call them into existence. Such schools can scarcely ever afford to employ teachers capable of challenging their Lordships' certificates of merit, nor therefore such as are eminently fitted for bringing up pupil-teachers through a regular apprenticeship to the business of teaching, with that superior range of acquirements which it appears to be their Lordships' desire to render universal amongst these young people. Neither are their promoters generally prepared, any more than in the present instance, to take upon themselves the responsibilities attached to apprenticeships of five years under their Lordships' Regulations. While, therefore, the necessities of their several little institutions prompt them to seek aid under their Lordships' Minutes of August and December, 1846, schools like this are manifestly placed beyond the scope of it, unless under the provisions which relate to *stipendiary monitors*.

"The idea which the promoters of schools have attached to this term is, that the young people thus designated are to be employed without apprenticehip, merely to give strength to the school and promote a general advancement in the scope of its labours, while the young people themselves are sufficiently rewarded by the small allowance made to them, and the opportunities afforded to them for the extension of their own acquirements, without being expressly introduced into a business for life which their employment in the lower grade of "stipendiary monitors" is an avowal that they are not in the most favourable circumstances for acquiring. They assume, therefore, that the stipendiary monitors will be employed only on some quarterly, half-yearly, or at most yearly undertaking, terminable at the expiration of such periods at the will either of the parents, the Committee, or their Lordships, if on the report of their Inspector the school does not appear to be conducted in a manner still to merit their assistance. Regarded in this light, there is undoubtedly a very wide opening for the employment of stipendiary monitors with great benefit to the several localities, and to the general elevation of the status of the school in the districts where such elevation is most wanted, *i. e.*, in the most exclusively agricultural and the most exclusively manufacturing. Some of the young people employed as stipendiary monitors under such arrangements would likewise, I doubt not, ultimately be found in the rank of efficient teachers.

"But when I explain to the local friends of the schools that the engagements, in regard to stipendiary monitors (except for the lowered rate of attainment), are precisely the same as in respect to pupil-teachers, except that the term is one year shorter and the remuneration less, they universally withdraw their expression of a desire to avail themselves of the provisions for such assistance in the alternative of their schools not being of sufficient vigour to justify the employment of pupil-teachers. The result is, that all the provisions in the recent Minutes regarding stipendiary monitors will remain, so far as my experience yet testifies, entirely a dead letter, to the daily mortification of the promoters of the schools which have most difficulties to contend against in the places most needing their exertions, and therefore under circumstances calling most loudly for assistance."

The length of the term, and the rigid nature of the engagement, which is, in fact, an apprenticeship for four years instead of five, would appear to have been demanded in the conviction that the stipend paid in the first two years would scarcely procure for the school services of any value, and that those of the last two years alone would repay the school and the country. But the opinion expressed by your Lordships in the Circular of Instruction to Inspectors, dated the 25th of November, 1848, accords, I am sure, with the experience of all these gentlemen, that "the faithful discharge of the duties of the apprentices should be proved by the steady progress of the classes which have been intrusted to their care," even in the very first year of their indentures, to which that letter refers; "their claims to stipends from the public funds resting upon the discharge of those duties rather than upon the cultivation of their own powers; for the latter is of itself almost, if not quite, a sufficient reward for any labour that may have been bestowed upon it." In accordance with these views, the whole tenor of this report, and I doubt not that of all the others furnished to your Lordships, will testify that the agency of stipendiary monitors from thirteen to fifteen years of age is of a value infinitely beyond its cost, when in the hands of teachers of even moderate attainments, who both understand and practice good methods of instruction, and especially when combined with extended inspection and vivified responsibility, so long as the economical condition of the schools for the poorer classes generally compels the instruction of so many children by only one adult teacher and the economical or moral condition of the parents is such that they commonly withdraw their children two or three years short of the lowest age above specified, long before they have come within the reach of any active and systematic application whatever of the teacher's own powers.

Mode in which the provisions for stipendiary monitors may be employed to the elevation of second-rate schools;

Notwithstanding the practical difficulties, I have nevertheless made every effort to introduce this class of assistants, wherever the circumstances appeared to be at all favourable; but it will be seen that they appear in only six schools, and I cannot express great satisfaction with their position, for it is only

teachers that are able to advance themselves and their assistants through the pupil-teacher course that are really possessed of the capacities to bring the young people up to the standard required in the *latter* years of the course for stipendiary monitors; and it would be of great advantage, therefore, to abandon this altogether, unless it were sustained for *two years' engagements only*, with an express view to the *elevation of the schools*, and with only a secondary regard to the training of teachers, as the local promoters of the schools have generally contemplated that it would be; those few only who showed peculiar aptitude and inclination being permanently retained for the service, perhaps in some more vigorous school, to which the stipendiary monitors would thus become a probationary class.

Some few even, although they passed several years at trades, (by no means unprofitably for their industrial and moral education, if a blessing shone upon their paths,) would ultimately return to the work aided by the Normal schools, through difficulties which their previously protracted elementary education might enable them to surmount, and which would contribute to mould them to the arduous task for which a hardy race is required in our coal-fields, our manufacturing districts, and the moral wastes of the remoter agricultural regions, especially those with domestic manufactures.

to the advantage of the districts most needing aid and least affected by those offering pupil-teachers.

Without some such adaptation of the stipendiary monitor provisions, the good effects of your Lordships' Minutes upon these regions of slowest improvement and most rapid growth in population, will be but tardily felt: for in the midst of their myriads of labourers, especially where they are most highly paid, instruction is at as low an ebb as in the remotest localities of Devonshire or Wales; and I would venture to suggest, now that the full and successful operation of the pupil-teacher system is secured, that it is advisable to do something towards preparing the school for teacher, as well as the teacher for the school. In other words, the temptation to abandon the labour of instruction in a highly paid and brutally ignorant district is in direct proportion to the moral want of a faithful adherence to it. The disesteem of the office of teacher, the disregard of all schools but the Sunday-school, the rude fondness and indulgence of parents, almost proud of their own illiterate condition, and therefore exercising little beneficial restraint in favour of the schoolmaster, and the early pecuniary independence of the children themselves, all tend to produce a deep disgust of his task in the mind of the teacher, which the great want of a kindred association of minds leaves unsoothed, while the high price set upon the attainments which he possesses, if he can apply them to the *material* service of industry, constantly tempts him to the abandonment of his post, which he at length too frequently

surrenders. In fact, I am employing no effort of the imagination, but merely describing the present experience of those connected with with schools in every mining and manufacturing district; and the new teaching power which we pour into them will take the same unfaithful course, unless something be done forthwith to elevate the day-school in popular estimation; and nothing that I can conceive would do it so effectively and completely as a slight modification of their Lordships' provisions with regard to stipendiary monitors, in accordance with the ideas which the very term suggests. This, accompanied by grants for books and apparatus, on the existing plan, and seconded by the periodical visits of an Inspector, able to point out the direction in which the additional force could most advantageously be applied in accordance with the teacher's previous training, would rapidly give a new life to the day-schooling of these moral and intellectual deserts, soften their gloomy rudeness, and make them habitable to the teachers who are now being reared, and who will otherwise, in many instances, be heart-broken at the outset, and abandon the work for other occupations, which they will be able readily to obtain.

These observations apply to the greater number of existing public schools for the poorer classes throughout the kingdom; and the adoption of the slight alteration proposed would have the effect (with the co-operative agency of the great *voluntary* main-spring of the whole system, which would not be wanting to a scheme so considerate of its peculiar wants) of greatly changing the aspect of popular education at once, by encouraging and strengthening all that is good, and tacitly ignoring, and hereby extinguishing, all that was pretentious, empty, and bad in it. It would at once bring the junior classes in the unaided schools really within the scope of instruction, which at present they are not, and encourage a sounder and commonly less showy progress throughout the whole of them; thus producing a valuable effect among the parents, especially of the "little ones," who really get so little for their successive years' contributions to the schools of the remoter manufacturing and mining districts, that I do not wonder at their putting a low value on a schooling in mere bodily indolence in lieu of mental activity. The circumstances which surround the respectable schools of Stockport, Tintwistle, Tunstall, and West Bromwich, afford lamentable evidences of this insensibility of the parents, which has next to be attacked. And though the present plan would require, I am aware, an agency subordinate to that of the Inspector, and less costly than his own, yet if he were held responsible for the use of its little brief authority, which should be but a fraction of his own, which is limited merely to report-

ing *always*, and to advising *if asked*, there would, I think, be no difficulty in providing it, and rendering it acceptable to all parties. This mode of operation, while it prepared the schools and the people for still abler teachers, would utilize all the power, and encourage all the zeal of the humble but meritorious schoolmasters scattered throughout the country, and who are surely as worthy of special regard and reward as the teachers in workhouses.

Such arrangements, too, would at once terminate the anomaly, as it is popularly regarded, of aid being given, under the Annual Grant Minutes, only to such places and parties as are already best able to help themselves, though this is an obvious result of the superior regard given to the best schools, as those most proper to be the nurseries of future teachers, whose training is the prime object of these Minutes. They would meet not only the case of the outlying manufacturing districts, but that also of the many yet more remote, and not less destitute agricultural regions, where there is a want of resident proprietors to aid the clergyman directly; for the property of his vicinity, notwithstanding the absence of its owners, would thus be made to contribute to his school through the general taxation of the country. Above all, they would meet the case of the Welsh day-schools, hitherto struggling through all the disadvantages of deep poverty and wide dispersion, in spite of all the failures or drawbacks entailed by irreconcilable languages, sects, and classes. And they would be no less available to the rescue of the ragged *day*-schools (brought under my notice by the applications from that in St. James's Back, Bristol, p. 428.), from the actual inefficiency or impending ruin to which they are exposed, but to which it is scarcely consistent to abandon them, while any schools receive assistance, occupying, as they do, the very ground upon which the British and National schools were first commenced.

Peculiar claims of Welsh schools of a early self-supporting character.

Of the remotest agricultural districts generally, I see little, and can only, therefore, report the statistical evidence hereafter given to their relatively lamentable condition; but I am bound to call especial attention to those of North Wales, where great and meritorious exertions have been made by the humbler classes themselves, with a judgment and consequently a success which must, I apprehend, be attributed in no small degree to the counsels of the Rev. John Phillips, the accredited agent of the British and Foreign School Society, in that half of the principality which is the scene of the operations of the Cambrian Educational Society, formed in London for watching over and aiding the interests of this movement. They have adopted the principles, the plans, and the name of the British Schools, because these are all exceedingly well adapted to their

circumstances; but the social position of these schools, and the prospects which they entertain for them, are those of village schools making the attempt which has been familiarized to the public mind by the Rev. R. Dawes, of King's Somborne, to educate all classes of a rural district in the same seminary, and mark the difference of class only by the varying extent to which the circumstances of the parents will permit their children to pursue a course which shall be sound throughout, and not sacrifice the progress of one age, sex, or class to that of another. When it is considered that this is being carried out by men of the humblest station in the remotest and poorest parts of the realm, themselves often wholly unable to speak English, and entirely destitute of the mental aid and moral support in the clergyman of the parish, which the Rev. Mr. Dawes contemplates as essential to the execution of his plans, your Lordships will, I am sure, feel that they have especial claims upon your favourable consideration; at least so long as the schools of the Established Church, besides necessarily having teachers and pupil-teachers belonging to that church, refuse admission to any child for whom its parents would ask its exemption from instruction in in the Church Catechism; a restriction which, individually, I can never sufficiently deplore, because I well know, from the experience of schools such as the Wesleyan, which have their own Catechisms, but have not this restriction, that it is often of importance only *because imposed*, and then simply a factitious weight to the injury of the school, if not to the entire prevention of its taking any moral root among the population, or answering any one of the good aims of its promoters, by introducing into the school itself the very antagonism of class which it should be be a prime object of this and every other form of Christian effort to soften if not eradicate. Without your Lordships' assistance these schools will be liable to various forms of failure; but grant to their teachers certificates, which shall include all those of merit, with the pupil-teachers which I have been enabled to recommend for some of the best, and the stipendiary monitors, which, with more limited engagements, might be placed in others, and their efficiency and success will be secured. In other words, they will be self-supporting, except for the small amount of aid which would thus be rendered to them by your Lordships. And, in extending it, I would intreat that both the masters' and children's knowledge of their own language should have some weight in arriving at a just estimate of their proficiency, or they will be unequally matched against English children working in their own, and not, as the Welsh children are, in a foreign tongue, which, in the remoter localities, they very seldom hear except in school.

It is this difficulty of language, the great stumbling-block of

the whole race, which makes the aid of pupil-teachers or monitors so essential in a Welsh school, while the method of its support, necessarily by a *graduated* scale of fees, has prevented the higher paying, because more advanced scholars, who were alone fit for the employment, from being ever used as such, or at all events working in such an office with the willingness, perseverance, and skill requisite to its discharge. It is not wise, therefore, to estimate the value of monitors by the past experience of teachers who have never had either the means to use them, any more than to rely for the instruction of the younger two-thirds of every school upon that individual instruction by the master, which they are *supposed* to get, but which he never has time, from his duties with the elder and higher-paying children, to give. In fact, until the erection of the better class of schools to which I am now calling attention, the lower half of every Welsh school, in aggravation of what is seen in every bad English school, was left virtually uninstructed for years, until it should approach the top; and those who could not waste sufficient time to graduate thus far, never have been instructed.

Pupil-teachers or stipendiary monitors, however, would meet this difficulty at a very moderate cost, and change the whole aspect of the instruction in the really organized schools, where the graduated scale of fees still militates against the efficient employment of *unpaid* monitors. The children would be of both sexes and of all ages, from five or six upwards; the distances being too great for mere infants in age, though they would be infants in their knowledge of English. The master would be assisted by his wife or some other matron in teaching the girls to sew and knit, and in the general superintendence of the female part of the school. It will not be reasonable to expect more on her part, because it is impossible in these mixed rural schools to pay for the services of two adult skilled teachers, and those of the master are the most indispensable, because he alone can teach and manage boys of the senior ages frequenting the schools. The teaching power of the school, say of 120 to 150 children, should consist, therefore, of the master teaching both sexes in the same classes in the upper fourth part of the school; and two or three pupil-teachers, having severally charge of the other three-fourths; assisted in the more technical exercises by monitors derived from the upper fourth of the school: boys for the male drafts, and girls for the female, if the sexes are separated, as I incline to think that they ought to be, in the proportion that the attention of older guardians is withdrawn from or less frequently extended to them.

The pupil-teachers being instructed in some of the arrange-

ments and methods of the best infant schools, as well as in the holding of classes and drafts according to the fundamental organization of their own (as, for instance, in the Elmore school at Tiverton), a proper use might be made of their own language, now absurdly discarded, even in the technical exercises of the younger, in learning to read English, and in attaining to the first ideas of number, the geometrical forms, the forms of letters, &c.; while at other times their naturally quick and subtle minds might be agreeably redeemed from the vagrancy in which they are now left, to a healthy and vigorous exercise, by some little collective oral lessons of the kind already described at p. 271; the English words for the ideas being as carefully pronounced as in the best English infant schools, and the result as carefully summed up in English, in their methods. Until this shall generally be done, the Welsh child is (except for the exercises of the Sunday-school) left virtually uninstructed to an age several years later than the English; he is thus placed at a disadvantage from which the necessities of his humble life seldom permit him to recover; and the general result upon the standard of his ultimate comfort, intelligence, and, in some respects, even morality, are well-known. To carry out this course, the schools should have a greater extent and variety of familiar secular lessons in English on boards than they at present possess; and the pupil-teachers should have each a Welsh and English dictionary, to aid them in getting up their lessons; but complete sets of lessons, Welsh and English, on the Hamiltonian system, would not be of essential value in the secular instruction; nor challenge the favour of parents, who are anxious only for the English; nor be expedient, as forcing into higher cultivation a language which is already the great obstacle to the worldly promotion of the people, and will continue to be such as long as it exists, and entails upon each new generation the labour of emerging from it. English should continue to be the simple unembarrassed text, to vivify which the pupil-teachers and stipendiary monitors should be stimulated to make full and active use of the vernacular dialect, so far as it extended, and beyond its scope English alone will suffice for the best use of all, instead of coining the English words of modern civilization into a bastard jargon, mis-called Welsh. By this proper use of Welsh, indeed, even the uninstructed parents of the children would presently be made to perceive, that, through the sound mental vigour and active desire to learn which these would acquire, their progress in the acquisition of the language of their desire would be more rapid and sound than upon the old rote system, to which they have so willingly had their children chained, even to making it the greatest of school offences, and that most severely punished, to speak their native

tongue; so little are they wedded to an antiquarian love for it, however dulcet its sounds so long as it continues to be the language of their infancy, their home, their country, and their faith.

In fine, these schools in the rural recesses of Wales have precisely the same claim upon your Lordships' regard as those of the Wesleyan connexion in the towns of England (to which the present plea largely extends), in respect of the social condition and meritorious efforts of their supporters; and, in addition, they have one which arises from their peculiar disadvantages of language, dispersion, and inability to support efficient day-schools in connexion with their *several* religious societies. The aid which may be extended to all those of merit, by rendering them *nearly* self-supporting, would foster instead of assailing the true independence of their character. And although the moving parties in all such institutions would undoubtedly be influential persons in the local school Committees of a municipally organized system of public instruction, if it existed, yet the plan which has been already adopted by your Lordships, and which admits of any degree of extension, certainly tends to give them a more unembarrassed and powerful influence, their exercise of which appears to be the best form of rendering available in this matter the local authority upon which any extensive administrative trust must in this island, for the most part, devolve.

'eculiar laims of tagged- chools with o self-sup- orting ele- ent.

The Ragged-school movement (directed against the ignorance in our large towns, which is socially as remote as that of the principality is geographically) is simply a recommencement of the Sunday-school mission, precisely where Raikes was moved to take it up in 1781; leading, more rapidly than in the first instance, through week-day evening meetings of the Sunday-schools, to the establishment of *day-schools* also, on the ground of entirely *gratuitous admission* for the children of the poorest classes, which was originally taken by Bell and Lancaster, about 1800; this gratuitous admission being the only fundamental distinction between the "ragged" and any other "day" school for the children of the poor. The great body of the Ragged-schools are still simply Sunday-schools, with a few week-day evening meetings; and whatever the imperfections of the organization and methods employed by the voluntary teachers in them, the numbers who thus give all that they have—their time, their labour, their zeal, and sometimes even their health—to their Redeemer's cause, are enabled to exercise an influence which, as in the Sunday-schools generally, society, in its corporate capacity, could only obstruct, misdirect, or destroy. All who can should voluntarily contribute their mite to uphold the hands of these voluntary teachers, who look for reward only from above, but who, for that reason,

claim all the more of Christian sympathy. But their labours must ever be exempted from those great general rules which are essential to all public administration, and which would therefore be as vainly extended to these schools, as the authority of the Poor-law Board would be to the management of the voluntary charities (whatever their imperfections), by which our system of poor-laws is supplemented. Let society do all that it can collectively by legal forces, and the only result in education, as in the relief of physical or pecuniary distress, will be, not to subdue, but to advance, the labours of private zeal beyond the scope of such collective operations.

These, while they exclude the Ragged Sunday-school, with its numerous teachers, its missionary spirit, its absence of hired agency, and its hours of meeting beyond those of the ordinary toil of life, yet as distinctly embrace the *Ragged day-school*, which is necessarily conducted by a hired agency during the hours of attendance that are common to other schools, and which, if it be not at least equal in religious character and in moral and intellectual resources to the pay-schools for the poor around it, promises to become the instrument of a great and serious injury to popular education; so tempting is the exemption from the payment of the school-pence to the class of parents who feel their moral duty discharged so that their children are sent to *a school*. For an evidence of this lowering tendency I need not go beyond the very city in which my attention has been officially forced to the subject, that of Bristol, where the Red Cross-street British School, though largely supported by the Society of Friends, with every power and appliance for giving to all the children who would attend it a sound and vigorous course of instruction, was for a time far from full, while that having a gratuitous admission, expressly called the Friends' School, within a few hundred yards, without any course of instruction or of training worthy of mention in comparison, was crammed with some 500 children, and regarded with popular admiration for its *success;* which was so far from being real, that the moment it came into hands having any distinct perception of the duties involved in their instruction, 200 of them were turned away; and the same pressure *downward*, not *upward*, into the gratuitous school will be testified by the promoters of Ragged day-schools generally.

And for that very reason, it will be added by some, do we allow the gratuitous Ragged-school to be less efficient than the pay-schools. But it is a grievous error to suppose that because the children are ragged the institution should be ragged also. To bring such children together in numbers on this principle is to do a direct and serious injury to society. The "sympathy of numbers," if there be not power to direct it to what is good, does but fortify the evil. It is no mean power which is required

to deal with such materials; and though a devoted Christian spirit only can labour with any success in such an atmosphere, yet surely the labourer is worthy of his hire; and if acquired tact and skill be required anywhere, it is demanded in dealing *in numbers* with the little vagrants assembled in a Ragged-school, not divided among many teachers, as in the Sunday-schools, but dependent upon one for every influence. Every proposal, therefore, to form such assemblies, without placing them under a qualified and therefore a fairly paid teacher, is one to establish a dangerous moral nuisance,—a new class of pauper schools, worse than those which disgrace our workhouses, until your Lordships' efforts shall have produced some serious influence upon them.

How, then, are those who ought to pay, to be restrained from taking possession of the Ragged day-school, where it is a good one? Simply by the Committee, aided by the teacher, and some system of visitation, of which a city missionary will be part, exercising a veto upon their *continuance* in it, which would never be applied with the most exact nicety, but yet with enough to accomplish the object desired; and the economy of 1*d.* per week in the instruction of a child is not temptation enough to any sane man, however poor, to induce him to affect a misery not his own, at the same time that he can be made to tolerate the pity shown to the orphan, the destitute, and the child of the helpless and hopeless, nay, even of the depraved. That there is such a class for whom pay-schools, with their rules of personal neatness, are *too high* is a humiliating fact, our recal to which we owe to the true-hearted missionaries of the Ragged-schools. Schools to which children may come for nothing in dirt and rags are essential to the present state of society; and these schools being for children who live in *holes*, not in *homes*, should, besides exhibiting every moral and intellectual power which a trained Christian teacher can exert, have some means of cultivating domestic habits and habits of industry, as is well exemplified in the case of the school in St. James's Back, at Bristol, the promoters of which made the application referred to me by your Lordships (p. 428).*

But even where *one-half* of the expense of supporting schools is defrayed by the pence of the children, it is very difficult to keep

* The value of the experience recorded with a characteristic vigour in the description of this school from the pen of the managing member of its Committee, given in the Appendix, will render unnecessary any apology for its comparative length. The fair capacities and attainments of the teachers, a young man and his sister trained at Glasgow, combined with their unaffected devotion to a duty which has completely enlisted their hearts, render this school, in regard to its *powers*, and the industry and accuracy with which they are employed, equal to the *average* of day-schools generally; and the good order, pleasing manners, and gentle tone of the school, extending as it does to that ready expression of sympathy in the countenance which only wise and good treatment awakens or preserves, are ample testimony, independent of technical progress, to the good produced by such a labour, even among the dregs of an old commercial metropolis like Bristol.

them in being; how, then, are these good schools to be maintained at a yet higher cost for those who contribute nothing? This is the question practically put by the memorial to your Lordships, and if private philanthropy will not wholly supply the means, and I do not see why it should be expected to do so permanently, then, provided an Inspector can report the power at work to be good and sufficient, and the neighbourhood one in the midst of a town of that destitute description which would justify the exceptional gratuitous character of the school, it might be allowed by your Lordships to receive not only stipendiary monitors, as already described, but a *double fee on the certificate of its teacher*, or its two teachers, if two were preferred to having stipendiary monitors under either of them, or if a second were wanted for the evening-school; being an additional augmentation to each, in lieu of that proportion of their income generally contributed by the pence of the children. It would be advisable, in like manner, to double the proportion granted for the cost of apparatus from one-third to two-thirds, the wear and tear of them being excessive. On the like verification of the facts, too, the provision of proper premises not actually in the *midst* but just on the *verge* of such localities, might justly be aided by your Lordships, as a special case demanding an unusual proportion of the cost; and in fact, that hereinafter reported of the Royal Naval and Military Free-school at Devonport (p. 423), is one precisely in point, in which this form of aid has been granted, and there is now wanting only that which I have ventured to recommend, upon the experience of this and of other institutions, such as the Gascoigne-place, Shoreditch, British School (p. 463), in the conviction that every possible assistance should be rendered to the promoters of the reformatory *Ragged day-schools* of our large towns, on condition that they shall be as good (in respect to the means employed rather than the progress made) as any of the pay-schools of the humbler classes by which they may be surrounded.

Proposal for the compulsory education and deportation of juvenile vagrants.

And yet when both classes of Ragged-schools have done their utmost, it will be "evident to all men," in the words of the Citizens' Memorial to Edward VI., "that beggary and thievery do abound;" since there will still be a vagrant class selfishly using up their children merely as the companions and instruments of their vagabondage; "for there is as great a difference," say the First Ordinances of Bridewell in 1557, in terms which three centuries have not in the least invalidated, "between a poor man and a beggar as is between a true man and a thief. The poor man is he whom age or sickness oppresseth, or by losses or otherwise is beaten to the ground with necessity, which doth labour willingly to gain that which may be gotten so long as power and strength will serve. The beggar is the contrary; one who never yieldeth himself to any good exercise,

but continually travaileth in idleness, *training such youth as cometh to his or their custody to the same wickedness of life.*" For these, Bridewell was instituted, and our gaols must still provide; but for "the youth which cometh to their custody," no sufficient provision ever was nor is yet made; for though the Ragged-schools make a direct movement at this class, its very vagrancy eludes their influence. They will raise up the widow's children and those of the poor, "beaten down with necessity" to the lowest depths of physical privation and moral depression, but will not reclaim the "outer barbarians" perpetually hanging and preying upon the lower frontiers of civilized society, to the injury of the honestly poor quite as much as to the annoyance of the luxuriously rich. These will reject no help but that which the honest man often seeks in vain—education, to enable his child to do without help. And it is the children of this class whom society is inevitably doomed to support, while it slowly grinds them down, by its gigantic and undiscriminating agency for the supposed repression of crime.

This obviously is a subject of police, but not of police only; and it becomes a question, which the Ragged-school approaches only on one side, whether it would not be more economical, and infinitely more beneficial to society at large, to take all the children from 10 to 15 years of age found repeatedly begging or stealing, give them a brief training in some "house of occupations" on the plans of the Philanthropic Society, and then deport them to some of the colonies; thus simply assuming the duty of parentage where natural parents showed their incompetency to its discharge. If this privation of their children prove not to be punishment enough for them, while it is the salvation of the young people themselves, it will be time enough then to impose some fine upon them, in part defrayal of their children's maintenance, or imprisonment on neglect of its payment, especially if there should be any symptom of the plan encouraging vagabondage for the express purpose of getting rid of the children, which is not very likely, *because at this age they are ceasing to be burthensome, and beginning to be useful for honest as well as for dishonest purposes.* The City of London colonized Ulster with success by similar means two centuries and a-half ago under the same pressure; and its recurrence finds us just as able to carry out the like purpose with respect to other lands, which are now, in effect, no more distant than the north of Ireland was at that period. Your Lordships' co-operation with the Home Office (superintending the departments of justice and police) under a sufficient legislative sanction, could alone accomplish such a work; and I have ventured upon its suggestion merely because I am quite convinced that neither Ragged-schools nor courts of justice, *alone* and *severally*, can grapple with the rising flood of this disorder; but that *jointly*

they may accomplish a great and a saving work, with sufficient moral security against mischief to the general economy of society, and in a manner consistent with the humanity of the age. It would be easy to enlarge upon this plan, to show the numbers to which it would apply, to disprove the force of it economical objections, and to show the gain to the poor as well as to the rich by "Ragged-schools" on such a plan and scale; but this is not the place in which to do so without express permission.

Completion of statistical investigation.

Having, in my two last Reports, pursued a statistical investigation into the moral effects of popular education as it is now carried on, I would claim permission, however, to bring it to a close, by an *analysis* of the recent returns of criminal justice, as dispensed in the Courts of Assize and Quarter Session, and a comparison of its results with the other evidence which has already been adduced; a course which, by making still more conspicuous the destitution of the most destitute localities, will help to justify the few suggestions which I have now ventured to make.

Gross commitments; excess in metropolitan and western counties.

A complete picture of the commitments in England and Wales is presented by Plate V., based on an average of six years 1842-7, comprising periods both more and less favourable to the more, as compared with the less instructed, and the more with the less manufacturing districts. As in the case of all such maps, it gives an *exaggerated* representation; because there is not so great a distinction between the several districts in regard to the positive amount of each element actually prevailing in them as the tints (graduated merely to show the excess or deficiency above or below the average) would suggest. Nevertheless, the advantages of such representations completely overbalance their defects, which are really chargeable upon the incapacity of the unpractised sight to recognize tints more finely graduated; and the present sketch will convey to the mind more rapidly and clearly than it could be telegraphed by any other means, that in Middlesex, for instance, there was, during this period, a relative excess beyond the average of 49·0 per cent. of commitments for criminal offences of whatever kind; while two western counties, containing the principal towns of the great vale of the Severn are even in excess of the metropolitan, being no less than (Gloucestershire) 50·2 and (Worcestershire) 55·3 per cent. in excess, or 52·3 and 57·4 per cent. worse than the county of Surrey, which, comprising so large a portion of the Metropolis, contains, with Middlesex, the largest part of the town population of the valley of the Thames. In fact, Gloucestershire and Worcestershire form the central part of a region exceeding in most classes of crime, and comprising Warwickshire and Leicestershire to the north-east, Somersetshire to the south-west, and Herefordshire

on the Welsh border; being, in fact, the counties which contain the richest of the midland and western plains and valleys, with a teeming population and great stores of mineral wealth.

Remaining excess in southern and eastern agricultural, and in the manufacturing counties.

From the southern part of this region, too, a dark shade, which we find reproduced in almost every branch of delinquency, extends over the south midland and eastern agricultural counties, marking especially those which have light domestic manufactures in the cottages of the poor, and attaining its darkest hue over Buckinghamshire. A medium tint occupies all the counties which lie between the metropolis and the English Channel. And although a darker tint is carried northward, along the course of mining and manufacturing industry, in Stafford, Salop, Cheshire, and Lancashire, yet in one only does there occur a darker tint than that of the medium southern counties between London and the Channel. This one is Cheshire, which stands alone in its inky blackness in every moral characteristic, except in regard to instruction, in which, unhappily, it bears a more favourable tint than nearly all that surround it. Beyond some counties of more favourable hue lie the Celtic regions of the west, whether to the north or south of the Bristol Channel, and the Scandinavian regions of the north, which are seen to present the same more favourable aspect, though widely differing in the degree of instruction which prevails in them. Nor does the greater concentration of the population in Cornwall, on the one hand, or in Durham and the West Riding on the other, produce any countervailing effect, which should induce us to attribute this result to the general *dispersion* of the population in these regions; seeing, likewise, that this is equally without any ameliorative effect in the more southern and eastern parts of the kingdom.

Concentration of population an influence in the excess, though not everywhere predominant.

With these exceptions, it will nevertheless be obvious, in the comparison of Plates I. and V., that there is a very extensive though not exact coincidence of the tints which show the relative density of population and excess of crime, especially in the metropolitan and manufacturing counties; a coincidence which will appear no less marked in the summary Table I.

Between the Celtic populations on the west and the Scandinavian on the east, it must be confessed, on the experience of the six years thus brought to account, that the truly Saxon districts of the ancient Mercia, East Anglia, and Essex, appear to a great disadvantage; and the men of Kent, Sussex, and Wessex, their next of kin, take but a secondary place. But a truce to ethnology. The general result, in other words, is, that out of the metropolis, the *excess* of crime is to be found almost wholly in the counties extending immediately to the north of it, from Somersetshire to Norfolk, comprised in the districts numbered I. and V., as those of the south midland and eastern agricultural counties generally, distinguishing

those which have light domestic manufactures and in those which form the *southern* part of district VIII., being that of the midland, mining, and manufacturing industry; viz., Gloucestershire, Worcestershire, Warwickshire, and Leicestershire, with which likewise ranks the more northern detached county of Chester. These, with the exception of Worcestershire, are not among the most ignorant counties of the group, nor are they those most characterized by having their industry carried on in factories. On the contrary, they are those which comprise the older seats of manufacturing industry, and are extensively pervaded by trades carried on in little detached shops, or even in the cottages of the poor, such as cloth and carpet weaving, nail and lock making, cotton, silk, and ribbon weaving, stocking and lace making, &c. This general distribution of crimes, obtained from the results of six years' calendars, appears generally to be reproduced in taking any portion of the period, or any class of offences.

Influence of dispersed manufactures

A comparison with the map (II.) of the proportionate amount of real property in each county will show the general converse of what might have been hoped and expected, in the greater prevalence of crime where there is most real property in proportion to the population, or, in other words, most available means for its elevation; and the less amount of it in the regions of greateat poverty. The marked exceptions are in the manufacturing counties of Chester and Gloucester, having a large proportion of very poor and remotely located manufacturers, and in which poverty and crime are in equal excess; while they are in equal deficiency in the counties of Lincoln and Huntingdon, where there is no peculiar amount of instruction, but an excess of real property, and only a well-organized industry and comparatively well-ordered estates to account for the peculiarity.

Excess of real property rather coincident with than opposed to excess of crime.

Omitting from present consideration the northernmost manufacturing counties, and even Gloucestershire and Bedfordshire, which are encumbered with poor dispersed manufactures, it may fairly be asked whether the tints of this map of the real property as compared with the population of the several counties, does not rudely pourtray the relative progress of the "manufacturing system" in the production of food, or, in other words, of the large-farm or large-husbandy system, by which a given population raises a larger *proportionate* and not less *positive* amount of produce from the soil which it cultivates, and which is therefore of higher value in proportion to the gross amount of that population. I believe that it does; and that this fact goes far to explain the likewise general coincidence between the excess of crime and the excess of real property in proportion to the population which is forced upon our attention by this comparison of the maps numbered II.

Higher organization of rural industry rather coincident with than opposed to crime.

and V., and with which the darker tints of the Map of Ignorance (IV.) exhibit a very general agreement (it may be, both as a cause and a consequence), except in the Celtic districts of the west.

Higher moral character required, with higher organization of rural industry.

The practical resistance of the country or the people in these latter districts to any system of higher economy or better cultivation is as conspicuous on the map as it is on the face of the land itself, the regions occupied by the Celtic populations forming a class apart quite beyond all the others in the excess of their population in proportion to the assessable value of the soil which it cultivates. A reference again to Map V. shows that these regions are equally *under* the average in observed delinquency, and to Map IV., that they are equally in excess of ignorance; whence I am induced to draw the conclusion, to be tested by further experience, *that an* IGNORANT *people, engaged in rural industry, will exhibit a less amount of crime when that industry is organized on the plan of the small rather than of the large husbandry*, and, as a necessary carollary, from what has already been shown, that *the introduction of an improved economy into the organization of agricultural as of manufacturing labour, demands for its security aud the general welfare a higher moral development among the whole population* than enabled society to exist in its ruder form. The like reasoning applies to the agricultural districts to the north of the Humber, in which we see that superiority of instruction has no effect in augmenting the amount of crime, at the same time that, combined with the native energy of the Scandinavian people, of which it is apparently a result, it is of great effect in augmenting the general standard of comfort.

Lower forms of rural industry should be, and yet are not always accompanied by lower moral tone than the higher.

It will be concluded, from the terms now employed, that, although looking with great solicitude to the organization of industry for the moral tendencies and phenomena associated with it, yet that I have no economical or legislative contrivance in store by which to accomplish the regeneratron of a people. It is quite possible for a population of small proprietors to be mortgaged and sordid barbarians, or in other words, in much the same condition that small tenants generally are; and we have little evidence to a high moral standard prevailing among such a people, though it forms the most pleasing dream of human existence to associate the simplicity of rural life with the refinement which, as yet, has belonged only to a much more elaborate form of society or a higher grade of well-being. There is much evidence, it is true, to the deficiency of offences against property among peasant proprietors, but the relative moral and physical force of the nations of which they form the basis, has yet to be demonstrated.

On the other hand, I can readily conceive of a large husbandry (to which large properties and large capitals are

essential) forming simply that larger and more economical organization of labour which it is one of the greatest triumphs of civilization to bring about, and one of which the greater forces might reasonably be employed to the moral and physical elevation of every class employed in it, instead of being a system under which a large part of the labouring population, in lieu of being permanently attached to any one place or employer (as under the "hinding system" of the north), are kept in the most degrading alternation between the "union" and the farm, according to the weather, and paid wages or "relief" in proportion to the number in their family, like slaves, as they virtually are, without their employers being under the responsibilities, or they under the control of slavery. The large husbandry, I sincerely believe, presents the larger resources, not only for individual wealth but for collective power, and the advancement under God's blessing, of Christian truth, a large measure of which is essential to its existence, because essential to the moral coherence of any society based upon it. The dawn of a Christian life in the hearts of a greater number of men (of which some intellectual culture is a necessary concomitant) would save a world of thought and trouble to philanthropists and statesmen, by enabling society to find out its own wants, and remedy them, at the door of the mansion, the farm, the factory, and the cottage, without an appeal to Parliament or the Home Office, for much more than a permissive authority. And already the cases are many in which it is demonstrated, in both town and country, that the great industrial re-organization in larger masses, which is the characteristic of the modern civilization of Great Britain pre-eminently, is by no means inconsistent with a commensurate moral advancement. Indeed whatever may be the social defects of the large capital system of manufactures, they attach with no less force to the large-capital system of agriculture, and no more necessarily belong to the one than to the other. On the othes hand, although the existing state of statistical evidence induces me to throw out the present theory as that which reconciles the greater proportion of the observed phenomena, I am bound to remind the reader that the relative *progress* in the amount of observed crime is almost universally greatest in those districts where its positive amount, on which I have here chiefly relied, is least. For this one may account in the Celtic districts of the west, by the increase of mining industry; but how it can be explained in Westmoreland and the North and East Ridings of Yorkshire, I cannot tell, unless by some local circumstances, or the transitory influence of the construction of railways, with the details of which I am unacquainted.

Superior moral elevation offered as well as demanded by higher industrial organization.

The other two maps of "Influences" on the proportion of crime (III. and IV.) representing, respectively, the proportion

General coincidence of ignorance, crime, and deficiency of persons of independent means.

of persons of independent means, and the proportion of instruction prevailing in each county and district, exhibit the general coincidence which has repeatedly been noticed in the figures which describe these two elements of our calculation. The most marked divergencies consist in the relative excess of ignorance, in Dorsetshire, Somersetshire and South Wales, and in the darkest tints of the absence of persons of independent means extending through the midland and northern mining and manufacturing counties, generally, while the darkest tints of ignorance go with those of crime, from the more southern of the midland manufacturing counties, through the south midland and eastern agricultural counties, especially those with light domestic manufactures; Bedfordshire, like Monmouthshire, being peculiarly dark in both, and Staffordshire but little better. This general coincidence will frequently recur to our notice in an examination of the subjoined tables; and it will be well to observe, as an example of their use, that all four of the tests of moral influences now employed are seen to be on the side of the more instructed districts in the last column of Table I., while the dispersion of the population goes to the opposite side of least instruction, in comparing the most and the least instructed counties of each district with each other, with the like inconstancy throughout; while the other three tests present a general coincidence, except in the comparison of the two medium columns of the least of the most instructed counties with the most of the least instructed, where the proportion of real property (always feebler on the side of instruction than the proportion of persons of independent means) changes sides. The like four first lines of Table II. gives not only the per centages found in this table, but the actual numbers upon which they are based compared with the calculated number which should be found on the average of all England and Wales to the like population. In Table III. will be found the per centages of each of the eight great districts into which the kingdom is divided for our present purpose, and for the more and less instructed portions of each, with the results of a comparison, the general features of which have already been described. It will here be seen that the excess of real property in proportion to the population nowhere ranks itself markedly with most instruction, except in the districts which are pervaded by manufactures, where it obviously results from the more instructed among the manufacturing counties, enjoying that position only through the proportion of manufactures in them being smaller than in the rest, and the figures being influenced by the general fact already pointed out, that *the agricultural are more instructed than the manufacturing districts in the same latitude.*

Manufacturing less instructed than agricultural counties in the same latitude.

Dividing the term of six years, upon which our general view

of the distribution of crime is based, into two equal periods of three years each, we find not only the dissimilarity in its distribution at these several periods, already noticed, but a material difference in the general result as tried by the test of instruction. In the former period, upon which our first calculations were based, the balance was 9·1 per cent. in favour of the more as compared with the less instructed districts; in the latter 12·1 against them; while the balance against the more instructed, as compared with the less instructed counties of the several districts, is increased from 6·5 to 23·2 per cent., a greater dispersion of the population being the peculiar concomitant of these favourable balances, which show themselves on the same side and with the same accompaniment in every comparison between the most instructed counties of the most instructed districts, and any other of the four great divisions used in Table I.; and nowhere else, except in comparison of the least and most instructed counties of the least instructed districts, where the balance of dispersion is wanting to offer an explanation of it. In every other combination the excess of criminality is on the side of the greater ignorance, and especially in the comparison of the "means," instead of the "extremes," or the most of the least instructed with the least of the most instructed counties; as though we escaped, by this comparison, the influences of a superior police dealing with the congregation of larcenous offenders in the richer towns, which are found in the most instructed counties of the most instructed districts, and are the chief resort of professional vagrancy, and of characters already damaged by petty delinquency.

Balance of commitments against instruction in a later, as compared with a former period of three years.

But what statistical ground is there, it may be asked, for presuming the existence of such a set of influences, distinct from those associated with the tests of instruction, &c., already brought to account. This ground will readily be found by a reference to Table I., in which it will be seen that, while every decisive evidence of the greater dispersion of the population draws with it a marked balance of favourable evidence to the moral character of that population, from *those portions of the criminal calendars* in which vagrant delinquency appears to be attracted by the hope of plunder, or of sharing in mistaken bounty, to the richer localities of higher instruction; yet those sections of the criminal calendars which contain the offences least liable to influence by such migration of the weak or the depraved, and every other moral evidence to the character of the fixed population here brought to account, give a balance no less marked in favour of every locality possessed of superior instruction (generally allied with a greater number of persons of independent means), *whatever the amount of concentration or dispersion* in the population at large. Thus, regarding the *gross* results of the criminal calendars, it will be seen that where, as

Excess of commitments always with the greater ignorance, except in classes of crime influenced by vagrant delinquency.

in comparing the least and most instructed counties of the least instructed districts, there is no great preponderance of dispersion on either side; there the excess in the criminal calendars is much less, though still against the most instructed counties, through *town influences*, as a glance at the names of the counties will at once suggest. On the other hand, when the preponderance of the other indices to moral *influences* is smallest, there the disturbance occurs, not in the testimony afforded by the gross results of the criminal calendars, but in the *other* indices to moral *results*, of which are therefore demonstrated to have *a more sensitive relationship with these influences than the evidence supplied by the gross results of the criminal calendars.* The disturbance which does occur, and which is a valuable exception, proving the rule, arises from the excess of bastardy in a few of the northernmost, and of pauperism in a few of the southernmost counties, in spite of a relative superiority of instruction, and resulting, I believe, from rudeness of domestic education in the former, and a shattered industrial organization, through past poor-law maladministration, in the latter.

Obviously, therefore, there are influences at work to *assemble the demoralized* in the places of denser population in a relative proportion greater than to *breed an excess of demoralization;* since to the relative moral superiority of the less populous places there is no other statistical evidence whatever, but universally the contrary. Men do not acquire moral strength without the blessing of influences which they are just as likely to experience in towns as in villages; and this view of the subject should give us some reassurance, that though the present increase in our numbers may chiefly be in more compact masses than at any former period of our civilization, yet that fit provision of sanatory police and Christian education may render the inhabitants of the modern hives (with the superior means which their combined labour commands) no less vigorous in body and mind than their village ancestors, and certainly not less moral.

Thus, not only is the difference in the amount of *education*, worthy of the name, which prevails in different districts, much *greater* than that in the extension of *instruction*, indicated by the marriage registers; but the amount of *crime* which properly belongs to the more instructed, in so far as they are identical with the more populous localities, is much *less* than that indicated by the gross results of the criminal returns, and to an extent which is plainly, though but imperfectly, shown by the difference in dispersion between the crimes, which are those chiefly of the fixed population, and those which are more affected by the migratory habits of the dishonest.

This alone is sufficient to prove how false would be any inference against the *education* which is commonly associated

with *instruction* on the testimony only of the country-fed criminal calendars of the towns of wealth and genteel residence; the resort of vagrancy and the aim of depredation from every part of the empire, and not less from the remotest parts of Ireland than of Britain.

Allowances to be made for town influences assembling vagrant delinquency.

An improvement in our statistical tests would thus tell much in favour of the more instructed localities; but, in the mean time, it must be confessed that the rough general result of the experience of the criminal tribunals during the years 1845-6-7, being years less favourable to the criminal calendars of the more instructed districts than those of the three preceding years, on which our former calculations were based, is decidedly *against the more instructed districts*, unless, in our use of Table I., we throw out of present consideration the column of "the most instructed counties of the most instructed districts," for the sake of escaping the influence of the metropolis, which universally pervades it, and regard the column which represents the "least instructed counties of the most instructed districts" as the standard of higher instruction, by which to obtain the fairest comparison with the columns which represent the two lower sections into which the remainder of the kingdom is thrown. This is attended, it will be seen, with a complete reversal of the balance, which is then in favour of instruction; but, in both cases, it is accompanied by a relatively greater dispersion of the population, the effect of which we have just shown to be great, and we know not precisely how great, in reducing the numbers locally detected in overt offences against the laws.

Omitting, then, the column of the "most instructed counties of the most instructed districts," every comparison of the other three columns of Table I., even on the gross results of the criminal calendars, is markedly in favour always of the localities of superior instruction, except in the comparison of the less and more instructed counties of the least instructed districts, in which there is a balance on the opposite side, arising partly out of the like town influences, which are yet more markedly felt where the metropolis is included, and partly from their comprising a considerable non-manufacturing population of relatively higher instruction, together with a large scattered manufacturing population of the lowest character. On the other hand, although the gross sum of the commitments in this case, and in every comparison of the column of highest instruction with the other [illegible]elds a balance, like that in the present comparison [illegible] higher instruction, yet it will be seen that this [illegible] throughout every class of commit[illegible]nces against property without vio[illegible] *four-fifths* of the whole [illegible]luding those on police- [illegible] which comprise nearly

one-fourth of the remainder. The more serious offences against the person, offences against property committed with violence, and malicious offences against property, are all in excess in the more ignorant districts throughout, whether of more or less density of population, except only where the metropolis turns the balance in the fourth and sixth comparison of the more serious offences against the person.

The denser populations rather assemble the demoralized, than breed the demoralization.

As a whole, however, in spite of the "town influences" tending to the aggregation of crime in some of the most instructed localities, it will thus be seen that the *excess of the more heinous and brutal, and those which are least affected by migration of the depraved, is always on the side of the greater ignorance*, and that it is the positive amount, quite as much as the proportionate excess of the minor classes of offences, which throws so marked a balance of the gross commitments to the opposite side. The excess of the worst crimes is, therefore, with the more dispersed as well as the more ignorant populations; and an analogous result is found in France as well as in England, in the proportion of absolute ignorance being always greater among those arraigned for offences against the person than among those arraigned for offences against property. So, also, under the head of forgery and offences against the currency, every comparison is in favour of superior instruction, except where the metropolis comes into the account.

On the side of the greater instruction will also be found every favourable balance regarding riot, breach of the peace, and pound breach, except where one is thrown over to the opposite side by the like influence in the sixth comparison; and the same is seen concerning offences against the game laws, except where the most instructed part of each several district overbears the least instructed in this branch of criminality, as though it were under the temptation of convenient town markets for its produce; a like partial preponderance of town influences appearing opposite to miscellaneous offences, though the final balance in this, as in all the other cases above mentioned, is in favour of the regions of greater instruction. It is needless here to quote all the figures which show the results of these comparisons, because they are far more intelligible in the places which they occupy in Table I., where they bear irrefragable evidence to the preponderance of the more heinous and less migratory forms of offence in the more ignorant districts, and give fair ground to the presumption, therefore, that much of that which graduates and culminates in the more instructed town localities is derived from the same source; and that the superior education with which superior instruction is generally associated in this country is warring against them in both, and with no mean success, when all the town influences combined can bring geographically to the side of the greater instruction,

in the kingdom at large, a positive excess only of the offences of comparatively minor character.

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Character of the excess in different districts.

Regarding the serious offences against the person, and the malicious offences against property separately, we find that while the western Celtic counties preserve throughout their relative superiority, the great excess of criminality in the eastern and southern agricultural counties arises from malicious offences against property, running into marked excess wherever ignorance is the greatest. Turning from these to the northern agricultural, mining, and manufacturing counties, where the proportion of such offences is altogether markedly beneath the average, we find them in comparative excess in the *most* instructed counties. This seeming contradiction is at once reconciled by supposing such offences to be connected, as I fear they are, with defective organization, instruction, and good feeling among the lowest classes of unskilled labourers, whether of the workshops of the north or the fields of the south.

It is true that the gross number of such offences in the whole six years is small, amounting only to 1,371, and therefore that the averages of the *individual* counties for three years will

be liable to considerable disturbance, which may be called "accidental;" yet it will nevertheless be perceived, in perfect agreement with this view, that the relative excess northward invariably occurs where there is a prevalence of the lowest forms of *dispersed* manufacturing industry, as in Cheshire, Worcestershire, Gloucestershire, and Leicestershire; while there is, on the other hand, a marked decrease of the proportion not only in the purely agricultural counties of the north, but also wherever the operatives are directly associated with a large fixed capital of the employer in the manufacturing districts, as in Lancashire, the West Riding of Yorkshire, Derbyshire, and Nottinghamshire, a result which must be indicative of a remarkable social progress, to the minds of those who can remember the Luddite disturbances of the early part of the present century, for it is hence obvious that it is not the *factory* districts but the *manufacturing districts of less concentrated industry*, in which there is now the most of the uneasiness which leads to such disorders, though not to the extent observed in the agricultural districts, which were most demoralized under the old system of poor-law management, and have not yet recovered from the social obliquities which it entailed.

Great decline of malicious offences in "good times."

The general result, it will be seen in Table I., is, that the malicious offences against property are in excess throughout, in nearly exact ratio to the combined ignorance and concentration of the people in the four great territorial divisions there adopted, and that nearly the same result would appear in regard to the more serious offences against the person, but for the influence of the metropolis. Still there is a final balance of 3·1 per cent. in favour of the most as compared with the least instructed districts, and of 6·2 in favour of the most as compared with the least instructed counties of the several districts, even in this latter class of offences, on the experience of the three years least favourable to the town populations, and of 62·1 and 41·1 per cent. respectively, in the former class. The decline in malicious offences against property in the three years from 1842-3-4 to 1845-6-7, was no less than 35·7 per cent., observed throughout every district except the metropolitan and northern agricultural and mining, where there was an increase. The decline in the more serious offences against the person, in the same lapse of time, was 12·4 per cent., and it is observable in every district except the metropolitan, though not in equal degree, the most remarkable decline being in the south-midland agricultural counties, with domestic manufactures (31·8 per cent.), and the north-midland agricultural counties (26·1 per cent.). Including the "assaults," which exceed in number every other form of offence against the person, the decline in the total of offences against the person has been only 10·3 per cent., owing to the excessive increase of no less

than 15·3 per cent. in the metropolitan counties. Amidst the general decline there are a few cases of very peculiar excess, probably resulting from the presence of a moving column of railway labourers, as in Westmoreland and Dorset. Including the *assaults*, the influence of the metropolis causes an *unfavourable* balance of 25·3 per cent. of offences against the person to the side of the districts of most instruction, and of 23·2 per cent. to that of the counties of most instruction in the several districts.

Deficiency of crimes against property in the instructed north and uninstructed west,

A glance at the map of the *Offences against Property*, excepting only the "malicious" (Plate VII.), suffices to show the universal superiority of the *instructed* north, except where the lower forms of dispersed manufacturing industry most prevail; and likewise of the *uninstructed* west, where the whole Celtic population claims again a yet more favourable shade. Nearly the same general darkness extends from south-west to north-east, across the southern part of the island (with its deepest tints on Buckinghamshire and Middlesex), that is observable in the preceding map (VI.*); Gloucestershire also shares it with Worcestershire in the west; and these two counties, in the general map of commitments, stand isolated in their excess, as Cheshire does more to the north, though the latter ranks higher in instruction. Hampshire stands peculiarly high in this class of offences, owing, undoubtedly, to the low population about its arsenals on the one hand, and its forests on the other. The decrease in this class of crime in the three years has been 10·5 per cent. Indeed, the decrease approaches or exceeds twice this amount in every district but the Celtic and the southern maritime counties, where it is, nevertheless, observable; and in the metropolitan counties, where, on the contrary, there is a positive increase of 16·2 per cent. The decrease is most marked in the northern and north-midland agricultural counties, perhaps because nearest connected with the great seats of trade, which show a nearly equal decrease. Excepting the metropolis, the only districts exceedingly above the average in this as in the preceding class of crime, are the south-midland and eastern agricultural counties, especially those with the light domestic manufactures, which are equal to, or exceed the Celtic in ignorance. But wherever the metropolis is brought into account, the general result is a favourable balance on the side of ignorance. No fewer than 18,217 commitments being included under the present head, out of a total of 20,698 commitments, being the average of the years 1845-6-7, the distribution of this large class is virtually identical with the distribution of the whole; and the extension of our view to the commitments of this class for the whole six years, as brought into the several districts and sub-districts, offers no variation worthy of the least notice. Even comparing the commitments for 1842-3-4 with those of the three subsequent

and excess in the metropolitan and south-midland and eastern agricultural counties.

years, here brought to account, we shall find only the steady enunciation of that which has already been pointed out, viz., the relatively lower condition of the manufacturing and the contiguous districts in the worse "times" of the former years, and the relatively better condition of the metropolitan counties during that period, which permitted a final balance of 7.4 per cent. in favour of the more as compared with the less instructed districts, though there was one of 10·7 against the more as compared with the less instructed counties of the several districts. Indeed, throughout the lines which describe this class of offences in Table I., sect. iv. 2, there will be observed this same peculiar excess of commitments in the more as compared with the less instructed counties of the same districts, owing to the town influences; while in comparing the least instructed counties of the least with the least of the most instructed districts, we find but a small balance, drawn over by the combined influences of dispersion and education, to the side of most instruction. In the next comparison of the most instructed counties of the most instructed districts with the most of the least, the effect is nearly the same, although the influence of excessive dispersion changes sides.

Excess of offences with violence always in the most ignorant districts except the Celtic.

Distinguishing among the different classes of offences against property, we see that all the excess above the average of those *committed with violence* belongs to the least instructed districts, especially the south-midland agricultural counties, with domestic manufactures, pervading all of them except the Celtic, which are altogether much below the average, with Wales much lower than Cornwall, a result the more remarkable because triumphing over a positive increase of 20 per cent., arising from South Wales and Monmouthshire, in the course of the three years 1845-6-7, during which the general decline pervading every other region has been no less than 28·7 per cent.; rising in the midland mining and manufacturing district to 38·6, and in those contiguous to it to 35 and 33·2 per cent. respectively. The balance is here (Table I., § III. 4) invariably on the side of most instruction, whatever the concentration or dispersion of the population, and though Cumberland exhibits an excessive increase, it is evidently the result of temporary circumstances, as of railway work. The agricultural counties, with domestic manufactures, immediately to the north of London, are no less than 55·5 per cent. above the average in this class of crime; and next to them their neighbour counties of the eastern and south-midland agricultural districts (12·8), to which succeed the northern and midland manufacturing and mining districts (8·4), Worcestershire and Warwickshire being pre-eminently the worst, Derbyshire and Staffordshire much under the average of commitments, and Nottinghamshire likewise decidedly under it.

From the much greater fluctuation in this class of offences with the state of the national industry, and from its distribution, it is equally obvious that we have in it the form in which the rude as well as unprincipled seek to relieve their necessities, and perhaps first make their entry into a career of depredation which is continued on a more central scene, when the want of employment which gave occasion to the first crime has long ceased. The inferior rate of increase in mere larceny indicates that many of those guilty of greater violence have not graduated through that inferior form of delinquency. It is probable, therefore, that the great access to the ranks of desperate crime takes place at the periods of disordered trade; and that the remarkable comparative deficiency in the later years of crimes against property, committed with violence, arises from the diversion of those who would otherwise have been guilty, to some career of useful industry, to which it may be that few return who have once committed themselves, with companions, to the paths of violence.

Local fluctuation with the "times."

It is singular to observe the general coincidence in the proportionate decline, and in the distribution of that decline, which occurs in the commitments for offences against property with violence, the malicious offences against property, and the offences against the currency, a coincidence which affords strong evidence to a common cause of temporary action impelling to channels of delinquency seemingly so diverse, and at the same time to the sufficiency of even our narrowest bases of facts, such as are here involved, to shadow forth a general law. In the metropolis only was there any positive increase in these classes of offences, while they were so largely declining in the kingdom generally, and above all, in the centres of manufacturing industry and the regions contiguous to them. The want of agreement observed in the case of the northern mining and manufacturing district, under the head of malicious offences against property, arises only from Northumberland, and appears to be connected with the last great collier strike. An observed decline of no less than one-third in these three important classes of offences in no more than three years, offers very strong suggestions as to at least one proximate cause of the rapid increase of crime. It is obviously that fluctuation of employment to which frequent allusion has been made, under an industrial organization, which, though of much higher economical power, is of weaker social influence than the simpler and ruder industry of primitive regions of small cultivators, such as those of the hill counties of Wales and the north of England. These have their fluctuations of seasons and prices, entailing a privation spread over the whole of the community, perhaps greater than the aggregate loss in "bad times" in more highly organized industry; but the social rela-

Classes of crime which most coincide in their fluctuations with the "times;"

and districts most influenced by them, in regard to their criminal commitments.

in comparing the least and most instructed counties of the least instructed districts, there is no great preponderance of dispersion on either side; there the excess in the criminal calendars is much less, though still against the most instructed counties, through *town influences*, as a glance at the names of the counties will at once suggest. On the other hand, when the preponderance of the other indices to moral *influences* is smallest, there the disturbance occurs, not in the testimony afforded by the gross results of the criminal calendars, but in the *other* indices to moral *results*, of which are therefore demonstrated to have *a more sensitive relationship with these influences than the evidence supplied by the gross results of the criminal calendars.* The disturbance which does occur, and which is a valuable exception, proving the rule, arises from the excess of bastardy in a few of the northernmost, and of pauperism in a few of the southernmost counties, in spite of a relative superiority of instruction, and resulting, I believe, from rudeness of domestic education in the former, and a shattered industrial organization, through past poor-law maladministration, in the latter.

Obviously, therefore, there are influences at work to *assemble the demoralized* in the places of denser population in a relative proportion greater than to *breed an excess of demoralization;* since to the relative moral superiority of the less populous places there is no other statistical evidence whatever, but universally the contrary. Men do not acquire moral strength without the blessing of influences which they are just as likely to experience in towns as in villages; and this view of the subject should give us some reassurance, that though the present increase in our numbers may chiefly be in more compact masses than at any former period of our civilization, yet that fit provision of sanatory police and Christian education may render the inhabitants of the modern hives (with the superior means which their combined labour commands) no less vigorous in body and mind than their village ancestors, and certainly not less moral.

Thus, not only is the difference in the amount of *education*, worthy of the name, which prevails in different districts, much *greater* than that in the extension of *instruction*, indicated by the marriage registers; but the amount of *crime* which properly belongs to the more instructed, in so far as they are identical with the more populous localities, is much *less* than that indicated by the gross results of the criminal returns, and to an extent which is plainly, though but imperfectly, shown by the difference in dispersion between the crimes, which are those chiefly of the fixed population, and those which are more affected by the migratory habits of the dishonest.

This alone is sufficient to prove how false would be any inference against the *education* which is commonly associated

with *instruction* on the testimony only of the country-fed criminal calendars of the towns of wealth and genteel residence; the resort of vagrancy and the aim of depredation from every part of the empire, and not less from the remotest parts of Ireland than of Britain.

Allowances to be made for town influences assembling vagrant delinquency.

An improvement in our statistical tests would thus tell much in favour of the more instructed localities; but, in the mean time, it must be confessed that the rough general result of the experience of the criminal tribunals during the years 1845-6-7, being years less favourable to the criminal calendars of the more instructed districts than those of the three preceding years, on which our former calculations were based, is decidedly *against the more instructed districts*, unless, in our use of Table I., we throw out of present consideration the column of "the most instructed counties of the most instructed districts," for the sake of escaping the influence of the metropolis, which universally pervades it, and regard the column which represents the "least instructed counties of the most instructed districts" as the standard of higher instruction, by which to obtain the fairest comparison with the columns which represent the two lower sections into which the remainder of the kingdom is thrown. This is attended, it will be seen, with a complete reversal of the balance, which is then in favour of instruction; but, in both cases, it is accompanied by a relatively greater dispersion of the population, the effect of which we have just shown to be great, and we know not precisely how great, in reducing the numbers locally detected in overt offences against the laws.

Omitting, then, the column of the "most instructed counties of the most instructed districts," every comparison of the other three columns of Table I., even on the gross results of the criminal calendars, is markedly in favour always of the localities of superior instruction, except in the comparison of the less and more instructed counties of the least instructed districts, in which there is a balance on the opposite side, arising partly out of the like town influences, which are yet more markedly felt where the metropolis is included, and partly from their comprising a considerable non-manufacturing population of relatively higher instruction, together with a large scattered manufacturing population of the lowest character. On the other [illegible] gross sum of the commitments in this [illegible] of the column of highest instruc[illegible]ance, like that in the present [illegible]ction, yet it will be seen [illegible]very class of commit[illegible]erty without vio[illegible]*hs* of the whole [illegible]ose on police[illegible]omprise nearly

one-fourth of the remainder. The more serious offences against the person, offences against property committed with violence, and malicious offences against property, are all in excess in the more ignorant districts throughout, whether of more or less density of population, except only where the metropolis turns the balance in the fourth and sixth comparison of the more serious offences against the person.

The denser populations rather assemble the demoralized, than breed the demoralization.

As a whole, however, in spite of the "town influences" tending to the aggregation of crime in some of the most instructed localities, it will thus be seen that the *excess of the more heinous and brutal, and those which are least affected by migration of the depraved, is always on the side of the greater ignorance*, and that it is the positive amount, quite as much as the proportionate excess of the minor classes of offences, which throws so marked a balance of the gross commitments to the opposite side. The excess of the worst crimes is, therefore, with the more dispersed as well as the more ignorant populations; and an analogous result is found in France as well as in England, in the proportion of absolute ignorance being always greater among those arraigned for offences against the person than among those arraigned for offences against property. So, also, under the head of forgery and offences against the currency, every comparison is in favour of superior instruction, except where the metropolis comes into the account.

On the side of the greater instruction will also be found every favourable balance regarding riot, breach of the peace, and pound breach, except where one is thrown over to the opposite side by the like influence in the sixth comparison; and the same is seen concerning offences against the game laws, except where the most instructed part of each several district overbears the least instructed in this branch of criminality, as though it were under the temptation of convenient town markets for its produce; a like partial preponderance of town influences appearing opposite to miscellaneous offences, though the final balance in this, as in all the other cases above mentioned, is in favour of the regions of greater instruction. It is needless here to quote all the figures which show the results of these comparisons, because they are far more intelligible in the places which they occupy in Table I., where they bear irrefragable evidence to the preponderance of the more heinous and less migratory forms of offence in the more ignorant districts, and give fair ground to the presumption, therefore, that much of that which graduates and culminates in the more instructed town localities is derived from the same source; and that the superior education with which superior instruction is generally associated in this country is warring against them in both, and with no mean success, when all the town influences combined can bring geographically to the side of the greater instruction,

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Regarding the serious offences against the person, and the malicious offences against property separately, we find that while the western Celtic counties preserve throughout their relative superiority, the great excess of criminality in the eastern and southern agricultural counties arises from malicious offences against property, running into marked excess wherever ignorance is the greatest. Turning from these to the northern agricultural, mining, and manufacturing counties, where the proportion of such offences is altogether markedly beneath the average, we find them in comparative excess in the *most* instructed counties. This seeming contradiction is at once reconciled by supposing such offences to be connected, as I fear they are, with defective organization, instruction, and good feeling among the lowest classes of unskilled labourers, whether of the workshops of the north or the fields of the south.

It is true that the gross number of such offences in the whole six years is small, amounting only to 1,371, and therefore that the averages of the *individual* counties for three years will

be liable to considerable disturbance, which may be called "accidental;" yet it will nevertheless be perceived, in perfect agreement with this view, that the relative excess northward invariably occurs where there is a prevalence of the lowest forms of *dispersed* manufacturing industry, as in Cheshire, Worcestershire, Gloucestershire, and Leicestershire; while there is, on the other hand, a marked decrease of the proportion not only in the purely agricultural counties of the north, but also wherever the operatives are directly associated with a large fixed capital of the employer in the manufacturing districts, as in Lancashire, the West Riding of Yorkshire, Derbyshire, and Nottinghamshire, a result which must be indicative of a remarkable social progress, to the minds of those who can remember the Luddite disturbances of the early part of the present century, for it is hence obvious that it is not the *factory* districts but the *manufacturing districts of less concentrated industry*, in which there is now the most of the uneasiness which leads to such disorders, though not to the extent observed in the agricultural districts, which were most demoralized under the old system of poor-law management, and have not yet recovered from the social obliquities which it entailed.

Great decline of malicious offences in "good times."

The general result, it will be seen in Table I., is, that the malicious offences against property are in excess throughout, in nearly exact ratio to the combined ignorance and concentration of the people in the four great territorial divisions there adopted, and that nearly the same result would appear in regard to the more serious offences against the person, but for the influence of the metropolis. Still there is a final balance of 3·1 per cent. in favour of the most as compared with the least instructed districts, and of 6·2 in favour of the most as compared with the least instructed counties of the several districts, even in this latter class of offences, on the experience of the three years least favourable to the town populations, and of 62·1 and 41·1 per cent. respectively, in the former class. The decline in malicious offences against property in the three years from 1842-3-4 to 1845-6-7, was no less than 35·7 per cent., observed throughout every district except the metropolitan and northern agricultural and mining, where there was an increase. The decline in the more serious offences against the person, in the same lapse of time, was 12·4 per cent., and it is observable in every district except the metropolitan, though not in equal degree, the most remarkable decline being in the south-midland agricultural counties, with domestic manufactures (31·8 per cent.), and the north-midland agricultural counties (26·1 per cent.). Including the "assaults," which exceed in number every other form of offence against the person, the decline in the total of offences against the person has been only 10·3 per cent., owing to the excessive increase of no less

than 15·3 per cent. in the metropolitan counties. Amidst the general decline there are a few cases of very peculiar excess, probably resulting from the presence of a moving column of railway labourers, as in Westmoreland and Dorset. Including the *assaults*, the influence of the metropolis causes an *unfavourable* balance of 25·3 per cent. of offences against the person to the side of the districts of most instruction, and of 23·2 per cent. to that of the counties of most instruction in the several districts.

Deficiency of crimes against property in the instructed north and uninstructed west.

A glance at the map of the *Offences against Property*, excepting only the "malicious" (Plate VII.), suffices to show the universal superiority of the *instructed* north, except where the lower forms of dispersed manufacturing industry most prevail; and likewise of the *uninstructed* west, where the whole Celtic population claims again a yet more favourable shade. Nearly the same general darkness extends from south-west to north-east, across the southern part of the island (with its deepest tints on Buckinghamshire and Middlesex), that is observable in the preceding map (VI.*); Gloucestershire also shares it with Worcestershire in the west; and these two counties, in the general map of commitments, stand isolated in their excess, as Cheshire does more to the north, though the latter ranks higher in instruction. Hampshire stands peculiarly high in this class of offences, owing, undoubtedly, to the low population about its arsenals on the one hand, and its forests on the other. The decrease in this class of crime in the three years has been 10·5 per cent. Indeed, the decrease approaches or exceeds twice this amount in every district but the Celtic and the southern maritime counties, where it is, nevertheless, observable; and in the metropolitan counties, where, on the contrary, there is a positive increase of 16·2 per cent. The decrease is most marked in the northern and north-midland agricultural counties, perhaps because nearest connected with the great seats of trade, which show a nearly equal decrease. Excepting the metropolis, the only districts exceedingly above the average in this as in the preceding class of crime, are the south-midland and eastern agricultural counties, especially those with the light domestic manufactures, which are equal to, or exceed the Celtic in ignorance. But wherever the metropolis is brought into account, the general result is a favourable balance on the side of ignorance. No fewer than 18,217 commitments being included under the present head, out of a total of 20,698 commitments, being the average of the years 1845-6-7, the distribution of this large class is virtually identical with the distribution of the whole; and the extension of our view to the commitments of this class for the whole six years, as brought into the several districts and sub-districts, offers no variation worthy of the least notice. Even comparing the commitments for 1842-3-4 with those of the three subsequent

and excess in the metropolitan and south-midland and eastern agricultural counties.

years, here brought to account, we shall find only the steady enunciation of that which has already been pointed out, viz., the relatively lower condition of the manufacturing and the contiguous districts in the worse "times" of the former years, and the relatively better condition of the metropolitan counties during that period, which permitted a final balance of 7.4 per cent. in favour of the more as compared with the less instructed districts, though there was one of 10·7 against the more as compared with the less instructed counties of the several districts. Indeed, throughout the lines which describe this class of offences in Table I., sect. iv. 2, there will be observed this same peculiar excess of commitments in the more as compared with the less instructed counties of the same districts, owing to the town influences; while in comparing the least instructed counties of the least with the least of the most instructed districts, we find but a small balance, drawn over by the combined influences of dispersion and education, to the side of most instruction. In the next comparison of the most instructed counties of the most instructed districts with the most of the least, the effect is nearly the same, although the influence of excessive dispersion changes sides.

Excess of offences with violence always in the most ignorant districts except the Celtic.

Distinguishing among the different classes of offences against property, we see that all the excess above the average of those *committed with violence* belongs to the least instructed districts, especially the south-midland agricultural counties, with domestic manufactures, pervading all of them except the Celtic, which are altogether much below the average, with Wales much lower than Cornwall, a result the more remarkable because triumphing over a positive increase of 20 per cent., arising from South Wales and Monmouthshire, in the course of the three years 1845-6-7, during which the general decline pervading every other region has been no less than 28·7 per cent.; rising in the midland mining and manufacturing district to 38·6, and in those contiguous to it to 35 and 33·2 per cent. respectively. The balance is here (Table I., § III. 4) invariably on the side of most instruction, whatever the concentration or dispersion of the population, and though Cumberland exhibits an excessive increase, it is evidently the result of temporary circumstances, as of railway work. The agricultural counties, with domestic manufactures, immediately to the north of London, are no less than 55·5 per cent. above the average in this class of crime; and next to them their neighbour counties of the eastern and south-midland agricultural districts (12·8), to which succeed the northern and midland manufacturing and mining districts (8·4), Worcestershire and Warwickshire being pre-eminently the worst, Derbyshire and Staffordshire much under the average of commitments, and Nottinghamshire likewise decidedly under it.

From the much greater fluctuation in this class of offences with the state of the national industry, and from its distribution, it is equally obvious that we have in it the form in which the rude as well as unprincipled seek to relieve their necessities, and perhaps first make their entry into a career of depredation which is continued on a more central scene, when the want of employment which gave occasion to the first crime has long ceased. The inferior rate of increase in mere larceny indicates that many of those guilty of greater violence have not graduated through that inferior form of delinquency. It is probable, therefore, that the great access to the ranks of desperate crime takes place at the periods of disordered trade; and that the remarkable comparative deficiency in the later years of crimes against property, committed with violence, arises from the diversion of those who would otherwise have been guilty, to some career of useful industry, to which it may be that few return who have once committed themselves, with companions, to the paths of violence.

Local fluctuation with the "times."

It is singular to observe the general coincidence in the proportionate decline, and in the distribution of that decline, which occurs in the commitments for offences against property with violence, the malicious offences against property, and the offences against the currency, a coincidence which affords strong evidence to a common cause of temporary action impelling to channels of delinquency seemingly so diverse, and at the same time to the sufficiency of even our narrowest bases of facts, such as are here involved, to shadow forth a general law. In the metropolis only was there any positive increase in these classes of offences, while they were so largely declining in the kingdom generally, and above all, in the centres of manufacturing industry and the regions contiguous to them. The want of agreement observed in the case of the northern mining and manufacturing district, under the head of malicious offences against property, arises only from Northumberland, and appears to be connected with the last great collier strike. An observed decline of no less than one-third in these three important classes of offences in no more than three years, offers very strong suggestions as to at least one proximate cause of the rapid increase of crime. It is obviously that fluctuation of employment to which frequent allusion has been made, under an industrial organization, which, though of much higher economical power, is of weaker social influence than the simpler and ruder industry of primitive regions of small cultivators, such as those of the hill counties of Wales and the north of England. These have their fluctuations of seasons and prices, entailing a privation spread over the whole of the community, perhaps greater than the aggregate loss in "bad times" in more highly organized industry; but the social rela-

Classes of crime which most coincide in their fluctuations with the "times;"

and districts most influenced by them, in regard to their criminal commitments.

tions are more equal and permanent, though the general condition of life is much lower, and the fluctuations in the progress of crime and its positive amount are much less. It is here, I think, that we attain to another statistical evidence of the want of a higher moral vigour to meet the exigencies of the higher industrial organization, in itself an undoubted benefit, which it has been the passion of the last half century to develope.

Out of the average of 18,217 commitments for offences against property, no less than 16,245 are for the *offences against property without violence*, the balance of which, under the operation of town influences, is invariably against the more educated localities, in Table I., except in the second and third comparison, where the dispersion of the population is also largely in favour of them, and may claim the result which, even here, is least favourably declared where the indices to favourable influences are the strongest.

Onward progress of larceny, notwithstanding improvement of "times" in the metropolitan, and south-midland and eastern agricultural counties.

The distribution of the *decline* during three years in these commitments, though the extent is less (only 7·9 per cent.), is seen to agree in the main with that of the decline in the three other classes, which has just been described. The positive increase of 18·5 per cent. in the metropolis is more than counterbalanced by an excessive decrease of from 15 to 20 per cent. in the mining and manufacturing districts, equalled by that in the northern agricultural and mining districts, when the simple larcenies are eliminated, and in the counties immediately to the north of London, with a peculiar decline of 24·9 per cent. in the north midland and north-eastern agricultural counties, as though they, in a worse time, had equally felt the want of demand for labour, with less powers of repression from evil courses; to the aggregate of detected indulgence of which a very unfrequent vagrancy from the manufacturing districts even might have contributed, though generally the tide will be setting in the opposite direction. Taking the simple larcenies separately, the distribution of the decline varies in no mentionable degree, for they form 11,606 out of the 16,245, which is the average yearly number of commitments for all offences against property without violence; but the increase in the metropolitan counties is seen to be not one-third what it is on the remainder of the commitments under this head (9·7 to 33·2), which is under the especial influence of larceny from the person and larceny by servants; and it will be gathered from the table of classified commitments for each of the last six years, that these with "misdemeanours with intent to steal" are the only heads under which any mentionable increase arises. Thus it is obvious that the more serious forms of larceny, as approaching the higher walks of crime, are more cosmopolitan than the lower, and hence the balance of the general body of the graver, equally with the lighter, offences against

property in the more instructed localities, merely through *town* influences, notwithstanding a comparative deficiency of the more serious offences against the person.

Serious and other offences against property in excess in the more instructed districts.

Hence, also, it arises that the metropolitan counties have only 29·2 per cent. above the average proportion of the positive number of committals for simple larceny in 1845-6-7, though they have 134·6 per cent. of excess in those for "other offences against property without violence;" raising the excess, in both united, to 59·2. A nearly equal excess of simple larcenies (25·8 and 25·2 per cent.) is distributed throughout the south midland and eastern agricultural counties, whether with or without domestic manufactures, and half that excess (14·5) in the southern agricultural and maritime counties, while the great central manufacturing and neighbouring northern agricultural counties are a little under the average (3·0 and 8·6 per cent.); and the extreme north and extreme west, as usual, greatly under it (47·8 and 51·7 per cent.). In "other offences against property without violence," it is only the demoralized agricultural counties, with domestic manufactures immediately to the north of London, which can assert a balance above the average, beside the overpowering influence of the metropolitan counties; the south midland and eastern agricultural counties and the midland mining and manufacturing are not, however, markedly superior; but the southern agricultural and maritime counties attain to a better position; and the north midland agricultural, as well as the extreme north and west, are markedly below the average in this class of commitments, which is the more worthy of observation, because it includes sheep and cattle stealing, and all the offences against exposed agricultural property.

Excess of simple larceny in counties of dispersed manufactures.

The general distribution of *all* the commitments for offences against property without violence resembles, of course, that of the predominant commitments for simple larceny, with the metropolitan counties relatively lowered, and the north midland agricultural counties relatively raised, by the peculiarities in the distribution of the residuary class of commitments which have just been described. The increase in Hants, Devon, and Dorset in this class of crime may be in obedience to the influences which have produced the increase in the metropolis, between 1842-3-4 and 1845-6-7; but that in Westmoreland, Cumberland, and Huntingdonshire appears, as already noticed under other heads, to be quite anomalous, and probably results from their being the theatre of railway works during the latter period. In the midland manufacturing counties of most instruction, which have a great excess of this class of commitments as compared with those of least instruction, it is singular to observe that the excess of the most over the least instructed counties is nearly double in simple larceny what it is in other

offences against property without violence; an excess of the lower forms of offence on the side of the higher instruction which bears statistical testimony to the fact upon which I have had repeatedly to dwell, but without such evidence, that they are the counties in which the *dispersed* manufactures more peculiarly prevail, and that the excess of these commitments arises more from the excessive ignorance and degradation of such populations than from *town* influences. The excess will equally be found to attach to the counties of this industrial character, whether relatively more or less instructed as a whole; for childhood in such districts, yet more than in the factory districts, is wholly passed in petty industrial offices, without either the intellectual or the industrial training which would fit the adult for the varied duties of civilized life. The excessive balance in simple larceny against the less instructed of the southern maritime counties, arises chiefly from Hampshire, with its arsenal, its forest, and its wretched upland unions.

Capricious distribution of the excess of assaults and miscellaneous offences.

In our third section of the final reclassification of commitments, that of *assaults and miscellaneous offences*, it will be seen (Table I.) that the apparent balance against the most, as compared with the least educated districts, in 1845-6-7 is double that on the offences against property, or 25·1 per cent., and against the most, as compared with the least educated counties in each district, 29·4 per cent.; a balance which remains invariably on the same side, except when it is changed to the side of greater instruction, coincidently with a greater dispersion of the population, when this is in great excess, but when it is not, though the balance be reduced, it is still against the most instructed localities. In this class of offences, such is the excess of town influences, however, that the metropolitan counties are in excess no less than 81·3 per cent. above the average, and yet, such is the disorderly character of the agricultural counties with domestic manufactures, immediately to the north of them, that they are also in excess no less than 42·6 per cent. above the average, while the southern maritime counties are but just beneath it, and all the rest of the kingdom from 10 to 20 per cent. beneath it, except the north midland and eastern agricultural counties, 27·5, and the northern agricultural counties, 42·0 per cent. under the average; a superiority in which the Celtic districts for once do not share, owing to their excess of petty disorders, under the name of "riot," "breach of the peace," and "pound breach," notwithstanding the great reduction in the calendars of South Wales on the termination of the Rebecca riots.

Great effects produced upon it by augmented employment

In the three preceding years it will be seen that the excess of this class of disorders in the remoter, more ignorant, and more manufacturing districts, throws the favourable balances in the concluding columns of Table I. to the opposite side, being

that of greater instruction, to which they adhere in all the comparisons made in that table in which the metropolitan counties are not involved; and hence, in some part, the telling effect of the gross commitments of that period against ignorance. The great midland mining and manufacturing districts having then an excess of 21·8 per cent. of this class of crime, though in the subsequent three years deficient in it to the extent of 12·7 per cent., a difference much greater even than in the offences against property, which were 9·4 per cent. in excess in the former period, and 3·0 per cent. deficient in the latter.

Excess in the metropolis, and mining and manufacturing districts.

The amalgamation of these two periods neutralizes both extremes, and gives that average condition upon which our map is based (Plate VIII.). Table I., § IV. 3, shows little advantage on the side of either greater or less instruction on the experience of the whole six years, until the town influences are eliminated, when the former will have universally the advantage; while in Table III., § IV. 3, it will simply appear that the metropolis is generally in excess 44·7 per cent., the agricultural counties, with domestic manufactures, to the north of it, 27·1 per cent., and the midland mining and manufacturing districts, 7·8 per cent., while all the rest of the kingdom is about 20 per cent. in deficiency, except the northern agricultural and mining counties, which are upwards of 30 per cent. deficient.

May be regarded as the "nursing crime," for graver offences.

It is obviously the result of mere differences of police, and of the classification of offences very nearly allied, that in Table I., the balance of *assaults* 49·8 per cent. against the more, as compared with the less instructed districts, while the balance of *riot* and breach of the peace is 40·4 per cent. in favour of them; and that, in the comparison between the more and less instructed counties of the same districts, the difference is 48·4 per cent. against the former on the assaults, and only 11·1 in favour of them on the riots. The extreme difference which shows this fact in the strongest light, is that, however, which occurs in the fourth comparison between the most instructed counties of the least instructed districts, and the most of the most, where the balance of the assaults is 57·1 per cent. against the most instructed localities, notwithstanding the greater dispersion of the inhabitants, and that of riot 42·8 in favour of them: and that which occurs in the first comparison between the extremes of instruction, where there appears a balance of 72·4 per cent. on one side, and 36·6 on the other. In the final comparisons poaching takes nearly the same position as riot; but there are peculiarities in the others resulting from the fact that the rural districts of the more instructed parts of the kingdom being just as bad in this respect as the more populous counties next beneath them in instruction and

worse than either the most ignorant or the most instructed; both groups which are more populous than either of the "means." Conversely, the "other miscellaneous offences" most predominate in the extremes, and especially under the town influences, geographcally associated with the most instruction, where they are 50 per cent. in excess, while in the "means" they are nearly the same under the average, and, in the most ignorant localities of all, about the average. In fact, the only means of obtaining any consistent result from these kindred classes was obviously to throw them together into one body, composed, *for the most part*, of that sort of *nursing crime* which springs from the like propensities, in various forms, and in different localities.

Operations of improved police in repressing this class of crime.

The annexed map (Plate VIII.) shows the dispersion of this "nursing crime," and a comparison of it with the others will be exceedingly instructive; for, with the map of the more serious offences against the person and malicious offences against property, it shows a want of consistency which would suggest serious doubts as to the sufficiency of the data for a sound conclusion, if the consistency of the results deduced from them, one with another, did not vouch for its security, and compel a search for local influences, which, indeed, will be found described at full length in a "return of the number of police constables in each county of England and Wales, under the Act of the 2nd and 3rd of Victoria, c. 93," ordered by the House of Commons to be printed, 21st June, 1847. All the counties, it will be seen, in which there occurs so great a deficiency of the "nursing crime," as compared to the amount of more serious offences against the person and malicious offences against property, are those which have availed themselves of this statute in earnest for their improvement of their police; and the degree in which they differ is a proximate test of the policeman's efficiency as a schoolmaster to the ultimate reduction of the graver crime also. The peculiarly low position of Huntingdon and Rutland has already been alluded to as the obvious result of temporary influences acting upon a limited set of observations. The agency of the new police in the manner described will be seen by the following little table of all the counties in which it has been instituted.

Thus, if we assume that the proportion of the grosser offences against the person with malicious offences against property offers a juster index to the criminal *tendencies* in each locality than any other which we can derive from the criminal returns, however those tendencies may have been bred, it is reasonable to expect in each locality also a proportion of the minor forms of offence, chiefly against the person, classed under the name of assaults and miscellaneous offences, nearly approaching to that of the more serious. In the policed counties, however—those

of Bedford, Durham, Essex, Gloucester, Herts, Lancaster, Norfolk, Northampton, Nottingham, Salop, Southampton, Stafford, Suffolk, Warwick, Wilts, and Worcester—while the serious crime in 1845-6-7 is 12·5 per cent. in excess, the minor offences are no less than 14·4 in deficiency, while in the rest of England and Wales the proportions are reversed to 8·1 defect of the serious, and 9·4 excess of the minor; and lest some wag should reverse the proposition, and say that the minor crime ought to be taken as the test, and the police charged with the excess of all the larger, it may be added that the decline in the gross commitment in the three years from 1842-3-4 to 1845-6-7 was no less than 18·6 per cent. in the policed counties, and only 8·7 in the rest of England and Wales, the decline in the whole kingdom being 13·2 per cent. To the magistracy of such counties as Somerset and Chester, Plate VIII. ought to convey a very strong appeal, especially when compared with Plate VI., with the effect of showing the restraining influence that may be exercised on the smaller crime by improved police in the districts of even the most criminal tendency. Generally speaking, too, the tints of Map VIII. fairly indicate the present tone of manners prevalent in each county, as they appear even to a casual observer.

Moral influences of improved police.

In 1842-3-4 the comparative deficiency of the lighter crime in these counties was only 6·8 per cent., and the comparative deficiency of the heavier crime in the kingdom at large 4·4 per cent., probably through the police in some of the counties being as yet not instituted, or barely in operation; and the result upon the whole six years is compounded of the preceding numbers, or 13·8 per cent. on the one hand, and 9·5 per cent. upon the other; the persistency of the result through both periods, the generality of the several, as well as the sum total of the whole of the counties, in giving ample assurance of the permanence of the influence which produces it. This greater reduction of the "nursing" crime in the counties of best police, is a strong evidence, coincidently with the general decline in assaults, and in the peculiarly slow progress of crime in the metropolis, in favour of the *moral influences of an improved police*, the clear recognition of which, in the minds of its administrators, would lay the foundation for yet further improvement in the character of the police and their influences.

Conditions essential to the use of criminal returns in investigation like the present.

It is a necessary result of the preceding analyses that we can no longer put any confidence in the returns of the *gross* number of criminal commitments in any district, with whatever correction of ages, as any exact test of the moral condition of that district, to be employed, as is commonly the case, under the abstract name of "*crime*," which is then compared with another imaginary abstraction, named "*education*," whose presence and very being is supposed to consist in reading and

writing; to such disturbances are they liable, not only in regard to the amount of offences committed, but also to the scene of their committal. In conceding, therefore, to M. Guerry that, upon the experience of the years least favourable to the districts of most instruction, the final balance falls, as a whole, against the localities of most instruction, I cannot relinquish, in regard to England, as he does in respect to France, that even the commonest arts of scholarship will, in a marked majority of cases, be accompanied by somewhat more of education in a higher sense than has been brought to bear on the utterly ignorant. At all events, the question is so grave as to demand every possible refinement of observation and every practical elimination of extraneous influences to arrive at a correct result; and that at which I have arrived enables me to adhere to the more hopeful side, with a confidence which admits of being communicated to others by mathematical evidence.

If we can use the returns, neither of the gross crime, nor the offences against property, nor the assaults and miscellaneous offences, as it is obvious that we cannot, for the reasons now stated, as an index to the moral tendencies of the population generally, among which they occur, there remains only the great class of the more serious offences against the person and malicious offences against property to claim such a character. And when it is considered that these are of a nature which persons are not likely to travel far from the scenes of their life to commit, and of a gravity to compel the attention of the police and of the public tribunals, however imperfect, when once observed, the comparative exemption of the results from the prevailing sources of error, except in the case of the metropolis, which is undoubtedly the selected haunt of some of most depraved, will readily be conceded; and the steadiness of this moral test in favour of even the imperfect education which prevails with the greater prevalence of the commonest instruction, except where it is weakened by the influence of the metropolis, is very remarkable.

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It will relieve the selection of this class alone of delinquencies, as a moral test, from any appearance of partiality, if it be compared with another, indicative of moral weakness certainly, but of a very different stamp, one which will give us a measure of the extent of that weakness untainted by any specialty of resort or any peculiarity of institution. To meet these requirements it should be one derived from the records of some set of events which arise among the *fixed* population of each locality, and the most complete which presents itself is that supplied by the very marriage-registers which furnish the instruction test, in the testimony which they afford to the proportion subsisting in each locality between the number of

males married under 21 years of age, and the number signing the marriage-registers with marks; for though such marriages are not always improvident, yet the laws and usages of our own and most other countries declare them to be so in the greater number of cases, and this greater number will rule the local results and the proportions which they bear to each other.

Universal coincidence of excess of ignorance with excess of improvident marriages, with one exception.

The unvarying coincidence in Table I. of the smaller number of *improvident marriages* with the greater prevalence of instruction, *whatever the dispersion or concentration of the population*, is very remarkable; and the near approximation of the results for two separate though successive years bears ample testimony that they are far removed from influences liable to such fluctuations as can be called "accidental." Thus, in the most instructed, as compared with the least instructed districts, where there is a favourable balance of 53·5 per cent. of the instructed, and 47·6 per cent. of persons of independent means, there is one also of 65·2 and 57·8 on the favourable side, in regard to improvident marriages, in the years 1844 and 1845 respectively. Again, in comparing the more with the less instructed counties in each district, the favourable balances of 45·2 and 39·9 in respect of instruction and persons of independent means is accompanied by one of 39·4 and 38·8 on the same side, in regard to the improvident marriages of the same years respectively. The like coincidence will be found in every combination of the figures in Table I., but with a feebleness of result in the comparison of the more with less instructed counties of the least instructed districts, which appears to me simply to bear statistical proof to the truth of a fact which I have had repeatedly to point out, viz., the accidental prevalence in some of the relatively more instructed districts, of large classes of dispersed manufacturers, who are in the lowest social condition. The small decline in the latter year of the balance in favour of the more extended instruction was the concomitant of an increase of 14 per cent. in the total number of such marriages, from 5·515 to 6·287, with cheaper food and increased employment, and is a curious testimony at once to the force of the tendency, the hard necessity which retains it, and the readiness to yield in the moral springs by which that restraint is guided.

Augmentation of such marriages in "good times," and in what districts.

A glance at the proportionate distribution of the improvident marriages in these two years through the several districts will show that the whole of the proportionate increase was in the vast populations of the midland mining and manufacturing districts, and in the more northen counties contiguous to them, while, in the whole of south midland and eastern agricultural counties, there was a more than proportionate

decline, amounting to no less than 9 per cent.; showing that there was no similar increase in the amount of employment in such localities, if not a positive decrease of it, with the lower prices of agricultural produce. The increase in the metropolitan counties on the preceding year was no less than 35·1 per cent.; in the northern agricultural and mining counties 30·9 per cent.; in the great midland mining and manufacturing district 17 per cent.; in the southern maritime counties 11·4 per cent.; in the north midland 8·1 per cent.; in Celtic only 4·3; and in the whole of the south midland and eastern agricultural counties, even those with domestic manufactures, less than .2 per cent., perhaps because their excess was already so great that there was little for improved "times" to act upon.

The agricultural counties with domestic manufactures are here, as usual in every moral failure, 50 per cent. in excess; and next to them come the rest of the south midland and eastern agricultural counties, and the great midland region of mines and manufactures, each about 30 per cent. in excess; *while the only region of greater ignorance which is not in excess is the Celtic*, which, on the contrary, is 33·8 per cent. under the average, while the more instructed northern counties are only 22·2 per cent., the southern maritime counties 35·2, and the metropolitan themselves 55·2 under it.

Deficiency of them in the Celtic.

The north midland and eastern agricultural counties are at the average, but they present a singular balance of 83·1 per cent. against the eastern as compared with the western portion of them, although the most instructed; an anomaly which appears to a less extent, 11·0 and 11·9 per cent. in the Celtic and northern agricultural and mining districts respectively. These exceptions would be the source of some difficulty, if they were not immediatly explained, in a manner which does but confirm the rule, in the strongest possible manner, by a glance at the next columns, which show, in those disticts, a more than proportionate excess of bastardy on the side of the more ignorant counties, except in the northern agricultural and mining counties, where the more instructed have the excess, both of improvident marriages and of bastardy, in nearly the same proportion, 11·9 and 15·0 per cent., which, associated as is is with a want of delicacy and often of decency in manners and habits generally, is an opprobrium upon their comparative intelligence not limited to South Britain, but extending across the Border.

Bastardy returns also corroborative and equally affected by the "times."

The interval between the two periods at which we are enabled by the register-general to give the bastardy of each county, is one of three years, from 1842 to 1845; a time of improving trade, but not apparently of improving morals; for

notwithstanding the increase in early marriages, which was obviously taking place contemporaneously, there was an increase in bastardy, also, of no less than 9·9 per cent., occuring to the greatest extent in the quarters apparently least influenced by manufactures, viz., in the metropolis 23·3, and in the Celtic districts 15·2 per cent., while in the central mining and manufacturing region it was only 8·3, in the neighbouring northern counties 10·8, in the south midland and eastern agricultural counties 10·2, in the southern maritime counties 7·2, in the north midland and eastern agricultural counties 6·0, and in the south and midland, with domestic manufactures, only 5·1. This general increase of illigitimacy is a very disheartening feature, although, perhaps, in the metropolis, the progress which it indicates may be of a mixed charcter; for its positive deficiency of 42·9 in bastardy, as compared with the kingdom at large, can be but a very imperfect test of superior morals. Even in the demoralized counties to the north of it there is no mentionable excess of bastardy above the average, against which its exess, by one-half, of improvident marriages exercises a counterbalancing influence; while the Celtic regions are exactly at the average, without any such excess of early marriages to account for the fair position in this respect which they hold, in contradiction to their popular reputation. This result, indeed, agrees with the evidence collected (in an imperfect manner, and therefore without claiming much regard) at the period of the last census, as to the usual age of marriage in Ireland; and is a further indication that the real springs of the comparative poverty of Celtic populations are not very well understood.

The only district markedly under the average in bastardy, besides the metropolitan, is that of the southern maritime counties generally, which most resembles them socially; while an excess of from 10 to 14 per cent. pervades all the rest of the kingdom, in less proportion in the manufacturing and greater proportion in the midland and eastern agricultural counties at the latter period than at the former, though the general agreement between the two, as to the relative distribution of this unhappy characteristic, bears but too conclusive testimony to the permanency of its character.

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Comparing, now, the maps of bastardy and improvident marriages (Plates X. and IX.), or the columns in Table IV. upon which they are based with each other, it will be seen to what a surprising extent they check into each other; one being dark where the other is light, and *vice versâ;* showing that the greater portion of the bastardy consists in the incontinence of youth, which finds a legitimated channel in some which it does not in others, according to the social character or local administration in the several districts; the greatest excess of improvident marriages occurring in the south midland and eastern agricultural counties and the West Riding of Yorkshire; and of bastardy on the Welsh border, the northern manufacturing counties, and the agricultural immediately to the north of them, and in East Anglia. Amalgamated, the result would be a prevalence of one or other form of incontinence in general proportion to the ignorance of the district, and one in which its worst form is seen to be more compatible with a certain sort of instruction than its more legitimate, in the counties immediately to the north of the manufacturing. Elsewhere the absence of both, out of the metropolis, is, perhaps, one of the best tests which we possess of the prevalence of "education," unless it be in the iron and coal districts already mentioned. Unable to give the exact value in bastards of each improvident marriage, I am unable to amalgamate the two heads, except by permitting each to stand for one (though it should probably be for more), and the combined result will

be found in Tables IV. and V., which give a very imperfect numerical expression to the facts which I have just stated, with a large and steady balance on the combined result in favour of instruction, everywhere, except in the northern agricultural counties. In these, however, the combined excess is only 8 per cent., while in the Celtic counties there is a deficiency 4·4 per cent., notwithstanding their excess of ignorance. Among their three divisions taken by themselves, however, the excess is always with the greater ignorance; the *general* result being thus almost demonstrably one associated with race, and the reverse of that which would generally be anticipated. The final results, however, are best seen in Table III., § II., where there appears a balance of 31·8 in the favour of the most as compared with the least instructed districts, and one of 27·6 in favour of the most as compared with the least instructed counties in each district.

Monmouthshire, it will be observed, stands forth in the same favourable relief which it presents in so many other respects, in contradiction to the general opinion of its relative moral degradation, owing to the character of the population employed in its mines and iron-works. This, indeed, is the only peculiarity which greatly distinguishes it from the other English counties of the border, except that is more Welsh than any of the others; and yet the comparison, in almost every moral characteristic, is favourale to it; a result which is the more remarkable on account of its excess of ignorance. The only strong testimony against it is that supplied by the columns showing the bastardy in 1830, inserted in a former part of this paper, in doubt as to the accuracy of the more recent returns, which fresh testimony compels me to withdraw, and to seek an explanation of the discrepancy in the imperfections of the former statement, based as it is on the parish registers.

General co-incidence with the statistics of pauperism with the above.

The *pauperism* of a country involves so many considerations, social and economical, as well as moral, that to do justice to any investigation of its statistics would demand a special essay; and yet a comparison of the map of the numbers relieved in 1844, in proportion to the population of each county, contained in Plate XI., with the other pictorial representations, will convey the outlines of the subject, while the figures upon which they are based will help to render it yet clearer. Whether in the map or in Table I., it will be seen that the greater dispersion of the population is invariably with the greater amount of pauperism; and the greater concentration of the population with the less amount of pauperism, though not in exact ratio. This will partly arise from the metropolis and the great manufacturing and commercial cities being less favourable to the

breeding and rearing of infants than the rural districts; and from their numbers therefore being maintained and augmented not merely by multiplication within themselves but also by immigration from the rural districts. In fact the great towns use up the excess of the country, when it has attained to years of usefulness, and have not a proportionate class of the helpless within themselves. Hence it would, with any amount of labour, be difficult without more complete returns than are yet made, specifying the ages as well as the civil condition of those relieved, to make any exact statement of the number of paupers amidst any given portion of the population that we ought reasonably expect on the average of the whole country. The present results, therefore, are merely rude approximations, on the supposition that equal populations should produce equal numbers of paupers, but in using them we ought only to compare town and rural districts with those of their own character.

Excess of pauperism coincident with higher instead of lower organization of rural industry;

Omitting from consideration, therefore, for a moment, the districts of densest population, as shown in Plate I., we see at once the general coincidence between the excesses of pauperism and ignorance in all the rest of the kingdom, exclusive of the Celtic regions, and not only of ignorance but of crime of every class, and of bastardy or improvident marriages, or both; though, in most respects, there are also considerable exceptions. Warwickshire and Monmouthshire, it will be seen, are as peculiarly destitute of pauperism as they are of bastardy. Cornwall, with its thrift, and South Wales, with its iron-works, belie their ignorance; while Westmoreland is oppressed with paurerism, though superior in instruction and in its proportion of persons of independent means. Indeed, the tables will show, that, after due allowance for other influences, the excess of persons of independent means appears to be by no means favourable; and just as little does the excess of real property in proportion to the population seem to decrease pauperism. On the contrary, it is obvious that the districts most pauperized are, to a great extent, (though with marked exceptions, such as Lincolnshire and Huntingdonshire, so peculiar in many other respects,) those in which there is the greatest amount of real property in proportion to the population, or in other words, where the better economy of cultivating in larger farms has been more widely adopted; but in which, it is very probable, from the result now before us, the farmer has not been withheld by his own dull moral perceptions or the influence of the proprietor, from dealing with the ignoront labourer in the sordid and untimely wasteful manner to which allusion has already been made, while the system of his employment in the more northern counties, where the higher culture prevails, will most probably prove to be much sounder. Ante-

cedent to these defects, however, there may be peculiarities of race between the Scandinavian blood of the one and the more purely Saxon character of the other, which have never been properly estimated.

The *period* of the data for this map of the pauperism of England and Wales is one favourable, on the whole, to a fair exhibition of its dispersion, being one of medium prosperity in both agricultural and manufacturing districts; and yet such is the effect of the geographical and social circumstances now described, and of the defective organization of rural industry (of which I can give no sufficient numerical test, but which yet confounds wages and public charity to the degradation of the labourer), that it is almost impossible to see, through the figures in Table I., any distinct testimony to a great predominance in the *influences* brought to account, except those of dispersion. It will be observed, however, that where the balance of pauperism goes against instruction, it is always where the balances of improvident marriages and bastardy on the favourable side for instruction are most feeble; and although the general results are in favour of instruction, we shall find better statistical evidence to the facts which I have just pointed out in Table III., where the counties form sixteen groups, than in Table I., where they form only four, which do not obey the most essential distinctions to be made in the present case.

It will here be seen that the whole *excess* of pauperism lies in the south midland, eastern, and southern counties,—in the proportion of their ignorance, if we could make an elimination of the influence of the towns of genteel residence upon the amount of instruction in the last named, without perceptibly reducing the amount of pauperism. The figures are— and found in the agricultural, not the manufacturing districts.

—	Ignorance.	Pauperism.
South midland and eastern agricultural counties . . .	+33·8	+39·3
South midland agricultural counties with domestic manufactures	+27·3	+28·1
Southern agricultural and maritime counties	−10·8	+14·6

On the other hand, the great midland and northern mining and manufacturing district, although 14·9 per cent. in excess of ignorance, is 17·8 per cent. under the average of pauperism, being the least burthened of the whole realm, the metropolitan being but 12·5, and the northern counties but 10·2, under the average; while the north midland and eastern agricultural counties, though 9·5 per cent. in excess of ignorance, are 3·6 per cent. under the average of pauperism, through the influence of the contiguous manufacturing districts. The Celtic

districts, again, present a great peculiarity, for while their excess of ignorance, 30·9 per cent., is nearly equal to the excess of instruction, 38·2 per cent., in the northernmost counties of England, their proportion of pauperism is scarcely any greater, being 5·5, as compared with 10·2 per cent., under the average; whence it is obvious (after making every allowance for the effect of the mining and smelting industry of Glamorganshire on the one hand, and the poor dispersed manufactures of North Wales on the other) that backward systems of culture and industry, which may entail great *poverty* and *penury*, do not necessarily entail a large excess of *pauperism;* while, *vice versâ*, the most economical systems, without a superior moral discretion in the use of them, or a people raised to take their proper place in them, may produce the greatest excess, for the ignorance in the cases which we are comparing is about equal, and the difference which we are thus enabled to attach, with some degree of probability, to the organization of labour, and consequent social organization in each, adds another link to the chain which attaches the criminal results in some great measure to the like influences.

Excess of savings where domestic servants in greater proportion.

In Tables I. and III. the *Returns of the Savings' Banks* show very marked results, upon which the proportion of instruction and of persons of independent means evidently exercise a compound influence, irrespective of the dispersion or concentration of the population, to which it bears no reference whatever, and of the real property, to which it bears as little. The only exception is produced by a peculiar excess of saving in Shropshire and Herefordshire, which agrees very well with their deficiency of improvident marriages, but not with their excess of bastardy, and which contrasts remarkably with the deficiency of such parsimony in the equally agricultural counties of Lincoln, Rutland, and Northampton, on the opposite side of the kingdom, with which they are compared, and which stand much more favourably in regard to bastardy, though not quite so well with respect to improvident marriages, with the effect of throwing a large balance to the side of the greater ignorance; although elsewhere the distinction in this respect between the more and less instructed portions of each group of counties is very markedly in favour of the former, with a final balance of 49·9 per cent. in favour of the more, as compared with the less instructed districts, and of 48·3 per cent. in favour of the more, as compared with the less instructed counties of the several districts.

In Table III. it will be seen that Wales is nearly as deficient, 45·2 per cent., as London is in excess, 55·6; that next to Wales, unhappily, though at the opposite extremity of the scale of earnings, comes the great midland and northern mining and manufacturing district, 17·9 per cent. below the

average, closely followed by the south midland agricultural counties with domestic manufactures, 15·9 per cent. in deficiency, and these again by the other south midland and eastern agricultural counties, while the more instructed counties of the north are but at the average, the whole excess lying in the metropolitan and some of the southern maritime counties, where the proportion of domestic servants is highest, and in the two border counties already mentioned.

Celtic parsimony not to be estimated by defect of savings in banks.

The varying prevalence of different *modes* of exercising parsimony in different localities, presents an obstacle to the acceptance of the accompanying representation in Plate XII., as an accurate delineation of the relative amount of providence in each. It is not without its uses, however, in showing the relative extent to which this *form* of providence is exercised, which it does with a rude approach to truth, although it is the locality of the bank, and not the residence of its several contributors, which decides the county to which its deposits are assigned. I would especially caution the reader against the supposition that the dark tint on the Celtic regions evinces a proportionate want of providence. A proportionate absence of wealth it certainly does indicate; but the amount of scraping carefulness which is necessary to the very existence of the petty Celtic farmer is an element of providence tincturing the moral atmosphere of the far west to an extent which is quite unknown in England generally. In fact, modern fashions in social science have induced us to fly too readily to the bare principle of population to explain economical phenomena which may have had very compound causes, and it has been almost invariably relied upon to account for those most conspicuous among the Celtic populations. Any one acquainted with the habits of the Welsh peasant, or who will take the trouble to examine the accompanying figures, will scarcely assign an inferior control of the appetites as a cause of his relatively low condition; and the notorious habits of hoarding which prevail among his Breton and Hibernian cousins should have awakened us to a doubt upon the matter in their regard also, which the last census of Ireland, imperfect as its materials in this respect were, would have strengthened, had it existed, by showing that the age of marriage was by no means unusually early in that country. In fact, very different moral causes from those which have generally been assigned will equally produce the same result of an excessive number of people subsisting on the face of the land in a very low condition; and it is important to recognize the true ones, or we may otherwise, reasoning by analogy, suppose that there are concomitant phenomena which have no real existence.

Thus, supposing the greater pressure of the principle of population to be the sole cause of the peculiar poverty of the

writing; to such disturbances are they liable, not only in regard to the amount of offences committed, but also to the scene of their committal. In conceding, therefore, to M. Guerry that, upon the experience of the years least favourable to the districts of most instruction, the final balance falls, as a whole, against the localities of most instruction, I cannot relinquish, in regard to England, as he does in respect to France, that even the commonest arts of scholarship will, in a marked majority of cases, be accompanied by somewhat more of education in a higher sense than has been brought to bear on the utterly ignorant. At all events, the question is so grave as to demand every possible refinement of observation and every practical elimination of extraneous influences to arrive at a correct result; and that at which I have arrived enables me to adhere to the more hopeful side, with a confidence which admits of being communicated to others by mathematical evidence.

If we can use the returns, neither of the gross crime, nor the offences against property, nor the assaults and miscellaneous offences, as it is obvious that we cannot, for the reasons now stated, as an index to the moral tendencies of the population generally, among which they occur, there remains only the great class of the more serious offences against the person and malicious offences against property to claim such a character. And when it is considered that these are of a nature which persons are not likely to travel far from the scenes of their life to commit, and of a gravity to compel the attention of the police and of the public tribunals, however imperfect, when once observed, the comparative exemption of the results from the prevailing sources of error, except in the case of the metropolis, which is undoubtedly the selected haunt of some of most depraved, will readily be conceded; and the steadiness of this moral test in favour of even the imperfect education which prevails with the greater prevalence of the commonest instruction, except where it is weakened by the influence of the metropolis, is very remarkable.

Corroborative evidence from other records of moral weakness.

It will relieve the selection of this class alone of delinquencies, as a moral test, from any appearance of partiality, if it be compared with another, indicative of moral weakness certainly, but of a very different stamp, one which will give us a measure of the extent of that weakness untainted by any specialty of resort or any peculiarity of institution. To meet these requirements it should be one derived from the records of some set of events which arise among the *fixed* population of each locality, and the most complete which presents itself is that supplied by the very marriage-registers which furnish the instruction test, in the testimony which they afford to the proportion subsisting in each locality between the number of

males married under 21 years of age, and the number signing the marriage-registers with marks; for though such marriages are not always improvident, yet the laws and usages of our own and most other countries declare them to be so in the greater number of cases, and this greater number will rule the local results and the proportions which they bear to each other.

Universal coincidence of excess of ignorance with excess of improvident marriages, with one exception.

The unvarying coincidence in Table I. of the smaller number of *improvident marriages* with the greater prevalence of instruction, *whatever the dispersion or concentration of the population*, is very remarkable; and the near approximation of the results for two separate though successive years bears ample testimony that they are far removed from influences liable to such fluctuations as can be called "accidental." Thus, in the most instructed, as compared with the least instructed districts, where there is a favourable balance of 53·5 per cent. of the instructed, and 47·6 per cent. of persons of independent means, there is one also of 65·2 and 57·8 on the favourable side, in regard to improvident marriages, in the years 1844 and 1845 respectively. Again, in comparing the more with the less instructed counties in each district, the favourable balances of 45·2 and 39·9 in respect of instruction and persons of independent means is accompanied by one of 39·4 and 38·8 on the same side, in regard to the improvident marriages of the same years respectively. The like coincidence will be found in every combination of the figures in Table I., but with a feebleness of result in the comparison of the more with less instructed counties of the least instructed districts, which appears to me simply to bear statistical proof to the truth of a fact which I have had repeatedly to point out, viz., the accidental prevalence in some of the relatively more instructed districts, of large classes of dispersed manufacturers, who are in the lowest social condition. The small decline in the latter year of the balance in favour of the more extended instruction was the concomitant of an increase of 14 per cent. in the total number of such marriages, from 5·515 to 6·287, with cheaper food and increased employment, and is a curious testimony at once to the force of the tendency, the hard necessity which retains it, and the readiness to yield in the moral springs by which that restraint is guided.

Augmentation of such marriages in "good times," and in what districts.

A glance at the proportionate distribution of the improvident marriages in these two years through the several districts will show that the whole of the proportionate increase was in the vast populations of the midland mining and manufacturing districts, and in the more northen counties contiguous to them, while, in the whole of south midland and eastern agricultural counties, there was a more than proportionate

decline, amounting to no less than 9 per cent.; showing that there was no similar increase in the amount of employment in such localities, if not a positive decrease of it, with the lower prices of agricultural produce. The increase in the metropolitan counties on the preceding year was no less than 35·1 per cent.; in the northern agricultural and mining counties 30·9 per cent.; in the great midland mining and manufacturing district 17 per cent.; in the southern maritime counties 11·4 per cent.; in the north midland 8·1 per cent.; in Celtic only 4·3; and in the whole of the south midland and eastern agricultural counties, even those with domestic manufactures, less than .2 per cent., perhaps because their excess was already so great that there was little for improved "times" to act upon.

The agricultural counties with domestic manufactures are here, as usual in every moral failure, 50 per cent. in excess; and next to them come the rest of the south midland and eastern agricultural counties, and the great midland region of mines and manufactures, each about 30 per cent. in excess; *while the only region of greater ignorance which is not in excess is the Celtic*, which, on the contrary, is 33·8 per cent. under the average, while the more instructed northern counties are only 22·2 per cent., the southern maritime counties 35·2, and the metropolitan themselves 55·2 under it.

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Although an excess of bastardy is a fair test of the extent of rude incontinence prevailing among the population at large, the absence of it in the counties in which the influence of great towns predominates, such as the two metropolitan, and most probably also Essex, is no proof of the contrary. Nowhere else, however, is the ifluence of professional vice clearly recognizable, for such a conclusion cannot be drawn without hesitation concerning the favourable position held by Warwickshire, so

inconsistent with its aspect in regard to every other moral quality; since the like peculiarity is presented by other districts, such as Monmouthshire, Glamorganshire, and, considering the state of its vicinity, also Durham; all resembling each other in their characteristic idustry, being a laborious dealing with cool and iron, in which the labour of females, who have never here been taken underground, can do little towards their own subsistence, and in which, therefore, there is little of that loose alternative between domestication and abandonment, under the name of "independence," which has so extensive an existence where lighter kinds of industry render it possible for the weak and ignorant to induge in such a position. Nor is there any excess of early marriages to countervail this state ment; at the same that the deficiency of crime in general in the Welsh and northern counties forbids the suggestion of an excess of rude vice in explanation of it. In the case of Warwickshire, it has been suggested to me, in explanation, that the mass of the labouring population of Birmingham, which forms so large and chracteristic a part of that of the whole county, have a separate little house for each family, instead of being crowded together in lodgings.

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be found in Tables IV. and V., which give a very imperfect numerical expression to the facts which I have just stated, with a large and steady balance on the combined result in favour of instruction, everywhere, except in the northern agricultural counties. In these, however, the combined excess is only 5 per cent., while in the Celtic counties there is a deficiency 4·4 per cent., notwithstanding their excess of ignorance. Among their three divisions taken by themselves, however, the excess is always with the greater ignorance; the general result being thus almost demonstrably one associated with race and the reverse of that which would generally be anticipated. The facts to be, however, are best seen in Table III. [illegible] there appears a balance of 31 in the favour of the [illegible] as compared with the most instructed districts, and [illegible] of the most as compared with the least instructed [illegible] Celtic Counties.

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found agricul ral, not t anufac- uring dis- tricts.

	perism.
	+39·3
	+28·1
10·8	+14·6

[illegible] and northern mining [illegible] 4·9 per cent. in excess [illegible] the average of pauperism, [illegible] realm, the metropolitan [illegible] counties but 10·2, under the [illegible] and eastern agricultural [illegible] in excess of ignorance, are 3·6 [illegible] of pauperism, through the influ- [illegible] manufacturing districts. The Celtic

breeding and rearing of infants than the rural districts; and from their numbers therefore being maintained and augmented not merely by multiplication within themselves but also by immigration from the rural districts. In fact the great towns use up the excess of the country, when it has attained to years of usefulness, and have not a proportionate class of the helpless within themselves. Hence it would, with any amount of labour, be difficult without more complete returns than are yet made, specifying the ages as well as the civil condition of those relieved, to make any exact statement of the number of paupers amidst any given portion of the population that we ought reasonably expect on the average of the whole country. The present results, therefore, are merely rude approximations, on the supposition that equal populations should produce equal numbers of paupers, but in using them we ought only to compare town and rural districts with those of their own character.

Excess of pauperism coincident with higher instead of lower organization of rural industry;

Omitting from consideration, therefore, for a moment, the districts of densest population, as shown in Plate I., we see at once the general coincidence between the excesses of pauperism and ignorance in all the rest of the kingdom, exclusive of the Celtic regions, and not only of ignorance but of crime of every class, and of bastardy or improvident marriages, or both; though, in most respects, there are also considerable exceptions. Warwickshire and Monmouthshire, it will be seen, are as peculiarly destitute of pauperism as they are of bastardy. Cornwall, with its thrift, and South Wales, with its iron-works, belie their ignorance; while Westmoreland is oppressed with paurerism, though superior in instruction and in its proportion of persons of independent means. Indeed, the tables will show, that, after due allowance for other influences, the excess of persons of independent means appears to be by no means favourable; and just as little does the excess of real property in proportion to the population seem to decrease pauperism. On the contrary, it is obvious that the districts most pauperized are, to a great extent, (though with marked exceptions, such as Lincolnshire and Huntingdonshire, so peculiar in many other respects,) those in which there is the greatest amount of real property in proportion to the population, or in other words, where the better economy of cultivating in larger farms has been more widely adopted; but in which, it is very probable, from the result now before us, the farmer has not been withheld by his own dull moral perceptions or the influence of the proprietor, from dealing with the ignorant labourer in the sordid and untimely wasteful manner to which allusion has already been made, while the system of his employment in the more northern counties, where the higher culture prevails, will most probably prove to be much sounder. Ante-

cedent to these defects, however, there may be peculiarities of race between the Scandinavian blood of the one and the more purely Saxon character of the other, which have never been properly estimated.

The *period* of the data for this map of the pauperism of England and Wales is one favourable, on the whole, to a fair exhibition of its dispersion, being one of medium prosperity in both agricultural and manufacturing districts; and yet such is the effect of the geographical and social circumstances now described, and of the defective organization of rural industry (of which I can give no sufficient numerical test, but which yet confounds wages and public charity to the degradation of the labourer), that it is almost impossible to see, through the figures in Table I., any distinct testimony to a great predominance in the *influences* brought to account, except those of dispersion. It will be observed, however, that where the balance of pauperism goes against instruction, it is always where the balances of improvident marriages and bastardy on the favourable side for instruction are most feeble; and although the general results are in favour of instruction, we shall find better statistical evidence to the facts which I have just pointed out in Table III., where the counties form sixteen groups, than in Table I., where they form only four, which do not obey the most essential distinctions to be made in the present case.

and found in the agricultural, not the manufacturing districts.

It will here be seen that the whole *excess* of pauperism lies in the south midland, eastern, and southern counties,—in the proportion of their ignorance, if we could make an elimination of the influence of the towns of genteel residence upon the amount of instruction in the last named, without perceptibly reducing the amount of pauperism. The figures are—

—	Ignorance.	Pauperism.
South midland and eastern agricultural counties . . .	+33·8	+39·3
South midland agricultural counties with domestic manufactures	+27·3	+28·1
Southern agricultural and maritime counties	−10·8	+14·6

On the other hand, the great midland and northern mining and manufacturing district, although 14·9 per cent. in excess of ignorance, is 17·8 per cent. under the average of pauperism, being the least burthened of the whole realm, the metropolitan being but 12·5, and the northern counties but 10·2, under the average; while the north midland and eastern agricultural counties, though 9·5 per cent. in excess of ignorance, are 3·6 per cent. under the average of pauperism, through the influence of the contiguous manufacturing districts. The Celtic

districts, again, present a great peculiarity, for while their excess of ignorance, 30·9 per cent., is nearly equal to the excess of instruction, 38·2 per cent., in the northernmost counties of England, their proportion of pauperism is scarcely any greater, being 5·5, as compared with 10·2 per cent., under the average; whence it is obvious (after making every allowance for the effect of the mining and smelting industry of Glamorganshire on the one hand, and the poor dispersed manufactures of North Wales on the other) that backward systems of culture and industry, which may entail great *poverty* and *penury*, do not necessarily entail a large excess of *pauperism;* while, *vice versâ*, the most economical systems, without a superior moral discretion in the use of them, or a people raised to take their proper place in them, may produce the greatest excess, for the ignorance in the cases which we are comparing is about equal, and the difference which we are thus enabled to attach, with some degree of probability, to the organization of labour, and consequent social organization in each, adds another link to the chain which attaches the criminal results in some great measure to the like influences.

Excess of savings where domestic servants in greater proportion.

In Tables I. and III. the *Returns of the Savings' Banks* show very marked results, upon which the proportion of instruction and of persons of independent means evidently exercise a compound influence, irrespective of the dispersion or concentration of the population, to which it bears no reference whatever, and of the real property, to which it bears as little. The only exception is produced by a peculiar excess of saving in Shropshire and Herefordshire, which agrees very well with their deficiency of improvident marriages, but not with their excess of bastardy, and which contrasts remarkably with the deficiency of such parsimony in the equally agricultural counties of Lincoln, Rutland, and Northampton, on the opposite side of the kingdom, with which they are compared, and which stand much more favourably in regard to bastardy, though not quite so well with respect to improvident marriages, with the effect of throwing a large balance to the side of the greater ignorance; although elsewhere the distinction in this respect between the more and less instructed portions of each group of counties is very markedly in favour of the former, with a final balance of 49·9 per cent. in favour of the more, as compared with the less instructed districts, and of 48·3 per cent. in favour of the more, as compared with the less instructed counties of the several districts.

In Table III. it will be seen that Wales is nearly as deficient, 45·2 per cent., as London is in excess, 55·6; that next to Wales, unhappily, though at the opposite extremity of the scale of earnings, comes the great midland and northern mining and manufacturing district, 17·9 per cent. below the

average, closely followed by the south midland agricultural counties with domestic manufactures, 15·9 per cent. in deficiency, and these again by the other south midland and eastern agricultural counties, while the more instructed counties of the north are but at the average, the whole excess lying in the metropolitan and some of the southern maritime counties, where the proportion of domestic servants is highest, and in the two border counties already mentioned.

Celtic parsimony not to be estimated by defect of savings in banks.

The varying prevalence of different *modes* of exercising parsimony in different localities, presents an obstacle to the acceptance of the accompanying representation in Plate XII., as an accurate delineation of the relative amount of providence in each. It is not without its uses, however, in showing the relative extent to which this *form* of providence is exercised, which it does with a rude approach to truth, although it is the locality of the bank, and not the residence of its several contributors, which decides the county to which its deposits are assigned. I would especially caution the reader against the supposition that the dark tint on the Celtic regions evinces a proportionate want of providence. A proportionate absence of wealth it certainly does indicate; but the amount of scraping carefulness which is necessary to the very existence of the petty Celtic farmer is an element of providence tincturing the moral atmosphere of the far west to an extent which is quite unknown in England generally. In fact, modern fashions in social science have induced us to fly too readily to the bare principle of population to explain economical phenomena which may have had very compound causes, and it has been almost invariably relied upon to account for those most conspicuous among the Celtic populations. Any one acquainted with the habits of the Welsh peasant, or who will take the trouble to examine the accompanying figures, will scarcely assign an inferior control of the appetites as a cause of his relatively low condition; and the notorious habits of hoarding which prevail among his Breton and Hibernian cousins should have awakened us to a doubt upon the matter in their regard also, which the last census of Ireland, imperfect as its materials in this respect were, would have strengthened, had it existed, by showing that the age of marriage was by no means unusually early in that country. In fact, very different moral causes from those which have generally been assigned will equally produce the same result of an excessive number of people subsisting on the face of the land in a very low condition; and it is important to recognize the true ones, or we may otherwise, reasoning by analogy, suppose that there are concomitant phenomena which have no real existence.

Thus, supposing the greater pressure of the principle of population *to be the sole cause* of the peculiar poverty of the

Welsh peasant, and of the excess of his numbers on the soil, in proportion to its produce, an *equal* excess of pauperism would be expected as a matter of course. But this is not found to exist any more than the expected evidence to this greater pressure. In fact, a Celtic people are in their very genius, though more quick and excitable, yet *less co-operative* and methodical than the British population generally. A certain comparative *want of mutual reliance* is at the base of their well-known distrust of strangers, and is accompanied, as ignorance is everywhere accompanied, by a conceit which does but aggravate that want of confidence, at the same time that it flatters natural indolence into a ready satisfaction with ancestral habits, however far behind the civilization of their more enterprising and persevering though more phlegmatic neighbours. Security of a *separate* subsistence is, therefore, the great passion which occasions the soil to be hugged in small patches by tenant labourers rather than tenant farmers, who will give a far greater proportion of the produce of their wretched husbandry to vegetate upon the small remainder than any other class of tenants, and therefore pay better rents, with less expenditure of thought or capital by the proprietor, than he could obtain from any superior kind of husbandry whatever; but merely to pay their rents and keep their holdings, their parsimony must be extreme. It is a people of more co-operative genius who first rise from this rude state of husbandry. Those eminently deficient in it will lag far behind, as the Celtic populations do; without any excessively rapid multiplication of numbers (a rate of increase much below that of the empire generally serving to maintain the system), and without any excess or improvidence, but, on the contrary, great individual parsimony. The elements with which a social and industrial reformer will find that he has to struggle among a Celtic people are, in fact, still greater than those generally imagined, but they will not be lessened by any misconception of their real character.

Want more of mutual reliance and methodical exertion.

Conclusions.

The principal conclusions which I feel justified in drawing from the whole course of this investigation are the following:—

1. In comparing the gross commitments for criminal offences with the proportion of instruction in each disrict, there is found to be a small balance *in favour* of the most instructed districts in the years of most industrial depression (1842-3-4), but a greater one *against* them in the years of less industrial depression (1845-6-7); while, in comparing the more with the less instructed portions of each district, the final result is against the former at both periods, though four-fold at the latter what it is at the former (*See* Appendices I. and II.)

2. No correction for the ages of the population in different districts, to meet the excess of criminals at certain younger periods of life, will change the character of this superficial evidence against instruction; every legitimate allowance of the

kind having already been made in arriving at these results (*Id.*) Conclusions.

3. Down to this period, therefore, the comparison of the criminal and educational returns of this, any more than of any other country of Europe, has afforded no sound statistical evidence in favour, and as little against, the moral effects associated with instruction, as actually disseminated among the people, because it has been concerned only with the gross commitments (*Id.*)

4. The intractable mass of gross commitments requiring, therefore, some further correction, to make them declare decisively either in favour of or against popular instruction, as actually conveyed, it has been endeavoured to apply one for the *migration* of the dishonest into the more wealthy, populous, and instructed localities, by drawing a distinction between those classes of offences which arise from general depravity, and those which will obviously be in excess in certain localities, because generally associated with the professional vice or vagabondage which seeks its home in them; and, by proving statistically the existence of such a distinction, likewise the influence of the denser populations rather to *assemble* the demoralized than to *breed* an excess of demoralization (p. 309, *et seq.*)

5. The great class of the more serious offences against the person and malicious offences against property, is obviously that least affected by migrations of the depraved, and affords strong testimony, by *its universal excess wherever ignorance is in excess*, that many of the offences against *property* which are in such excess in the more instructed and populous localities, are committed by delinquents bred in the places indicated by the excess of the former offences (p. 311, *et seq.*)

6. It is this great class of offences, therefore, and not the gross commitments which should be regarded as the *index crime* to the relative moral character of each district, not as a perfect test, but as one approximating to the truth much nearer than the latter, being affected in a smaller degree by the migration of the depraved towards the more instructed centres of resort; a further correction for which, in the case of the index crime itself, were it attainable, would render its universal testimony in favour of the good influences associated with instruction in England yet stronger (p. 309, *et seq.*)

7. This index class of the more serious offences against the person, and the malicious offences against property, bears strong and universal testimony in favour of the influences associated with instruction throughout England and Wales (pp. 311, 312).

8. The whole excess above the average of such crime is found in the south midland and eastern agricultural counties, especially those with dispersed domestic manufactures, and in the manufacturing counties of dispersed trades, and arises in some part

Welsh peasant, and of the excess of his numbers on the soil, in proportion to its produce, an *equal* excess of pauperism would be expected as a matter of course. But this is not found to exist any more than the expected evidence to this greater pressure. In fact, a Celtic people are in their very genius, though more quick and excitable, yet *less co-operative* and methodical than the British population generally. A certain comparative *want of mutual reliance* is at the base of their well-known distrust of strangers, and is accompanied, as ignorance is everywhere accompanied, by a conceit which does but aggravate that want of confidence, at the same time that it flatters natural indolence into a ready satisfaction with ancestral habits, however far behind the civilization of their more enterprising and persevering though more phlegmatic neighbours. Security of a *separate* subsistence is, therefore, the great passion which occasions the soil to be hugged in small patches by tenant labourers rather than tenant farmers, who will give a far greater proportion of the produce of their wretched husbandry to vegetate upon the small remainder than any other class of tenants, and therefore pay better rents, with less expenditure of thought or capital by the proprietor, than he could obtain from any superior kind of husbandry whatever; but merely to pay their rents and keep their holdings, their parsimony must be extreme. It is a people of more co-operative genius who first rise from this rude state of husbandry. Those eminently deficient in it will lag far behind, as the Celtic populations do; without any excessively rapid multiplication of numbers (a rate of increase much below that of the empire generally serving to maintain the system), and without any excess or improvidence, but, on the contrary, great individual parsimony. The elements with which a social and industrial reformer will find that he has to struggle among a Celtic people are, in fact, still greater than those generally imagined, but they will not be lessened by any misconception of their real character.

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8. The whole excess above the average of such crime is found in the south midland and eastern agricultural counties, especially those with dispersed domestic manufactures, and in the manufacturing counties of dispersed trades, and arises in some part

decline, amounting to no less than 9 per cent.; showing that there was no similar increase in the amount of employment in such localities, if not a positive decrease of it, with the lower prices of agricultural produce. The increase in the metropolitan counties on the preceding year was no less than 35·1 per cent.; in the northern agricultural and mining counties 30·9 per cent.; in the great midland mining and manufacturing district 17 per cent.; in the southern maritime counties 11·4 per cent.; in the north midland 8·1 per cent.; in Celtic only 4·3; and in the whole of the south midland and eastern agricultural counties, even those with domestic manufactures, less than .2 per cent., perhaps because their excess was already so great that there was little for improved "times" to act upon.

The agricultural counties with domestic manufactures are here, as usual in every moral failure, 50 per cent. in excess; and next to them come the rest of the south midland and eastern agricultural counties, and the great midland region of mines and manufactures, each about 30 per cent. in excess; *while the only region of greater ignorance which is not in excess is the Celtic*, which, on the contrary, is 33·8 per cent. under the average, while the more instructed northern counties are only 22·2 per cent., the southern maritime counties 35·2, and the metropolitan themselves 55·2 under it.

Deficiency of them in the Celtic.

The north midland and eastern agricultural counties are at the average, but they present a singular balance of 83·1 per cent. against the eastern as compared with the western portion of them, although the most instructed; an anomaly which appears to a less extent, 11·0 and 11·9 per cent. in the Celtic and northern agricultural and mining districts respectively. These exceptions would be the source of some difficulty, if they were not immediatly explained, in a manner which does but confirm the rule, in the strongest possible manner, by a glance at the next columns, which show, in those distiicts, a more than proportionate excess of bastardy on the side of the more ignorant counties, except in the northern agricultural and mining counties, where the more instructed have the excess, both of improvident marriages and of bastardy, in nearly the same proportion, 11·9 and 15·0 per cent., which, associated as is is with a want of delicacy and often of decency in manners and habits generally, is an opprobrium upon their comparative intelligence not limited to South Britain, but extending across the Border.

Bastardy returns also corroborative and equally affected by the "times."

The interval between the two periods at which we are enabled by the register-general to give the bastardy of each county, is one of three years, from 1842 to 1845; a time of improving trade, but not apparently of improving morals; for

notwithstanding the increase in early marriages, which was obviously taking place contemporaneously, there was an increase in bastardy, also, of no less than 9·9 per cent., occuring to the greatest extent in the quarters apparently least influenced by manufactures, viz., in the metropolis 23·3, and in the Celtic districts 15·2 per cent., while in the central mining and manufacturing region it was only 8·3, in the neighbouring northern counties 10·8, in the south midland and eastern agricultural counties 10·2, in the southern maritime counties 7·2, in the north midland and eastern agricultural counties 6·0, and in the south and midland, with domestic manufactures, only 5·1. This general increase of illigitimacy is a very disheartening feature, although, perhaps, in the metropolis, the progress which it indicates may be of a mixed charcter; for its positive deficiency of 42·9 in bastardy, as compared with the kingdom at large, can be but a very imperfect test of superior morals. Even in the demoralized counties to the north of it there is no mentionable excess of bastardy above the average, against which its exess, by one-half, of improvident marriages exercises a counterbalancing influence; while the Celtic regions are exactly at the average, without any such excess of early marriages to account for the fair position in this respect which they hold, in contradiction to their popular reputation. This result, indeed, agrees with the evidence collected (in an imperfect manner, and therefore without claiming much regard) at the period of the last census, as to the usual age of marriage in Ireland; and is a further indication that the real springs of the comparative poverty of Celtic populations are not very well understood.

The only district markedly under the average in bastardy, besides the metropolitan, is that of the southern maritime counties generally, which most resembles them socially; while an excess of from 10 to 14 per cent. pervades all the rest of the kingdom, in less proportion in the manufacturing and greater proportion in the midland and eastern agricultural counties at the latter period than at the former, though the general agreement between the two, as to the relative distribution of this unhappy characteristic, bears but too conclusive testimony to the permanency of its character.

Although an excess of bastardy is a fair test of the extent of rude incontinence prevailing among the population at large, the absence of it in the counties in which the influence of great towns predominates, such as the two metropolitan, and most probably also Essex, is no proof of the contrary. Nowhere else, however, is the ifluence of professional vice clearly recognizable, for such a conclusion cannot be drawn without hesitation concerning the favourable position held by Warwickshire, so

inconsistent with its aspect in regard to every other moral quality; since the like peculiarity is presented by other districts, such as Monmouthshire, Glamorganshire, and, considering the state of its vicinity, also Durham; all resembling each other in their characteristic idustry, being a laborious dealing with cool and iron, in which the labour of females, who have never here been taken underground, can do little towards their own subsistence, and in which, therefore, there is little of that loose alternative between domestication and abandonment, under the name of "independence," which has so extensive an existence where lighter kinds of industry render it possible for the weak and ignorant to induge in such a position. Nor is there any excess of early marriages to countervail this state ment; at the same that the deficiency of crime in general in the Welsh and northern counties forbids the suggestion of an excess of rude vice in explanation of it. In the case of Warwickshire, it has been suggested to me, in explanation, that the mass of the labouring population of Birmingham, which forms so large and chracteristic a part of that of the whole county, have a separate little house for each family, instead of being crowded together in lodgings.

elation between bastardy and improvident marriages, and their joint testimony in favour of instruction.

Comparing, now, the maps of bastardy and improvident marriages (Plates X. and IX.), or the columns in Table IV. upon which they are based with each other, it will be seen to what a surprising extent they check into each other; one being dark where the other is light, and *vice versâ;* showing that the greater portion of the bastardy consists in the incontinence of youth, which finds a legitimated channel in some which it does not in others, according to the social character or local administration in the several districts; the greatest excess of improvident marriages occurring in the south midland and eastern agricultural counties and the West Riding of Yorkshire; and of bastardy on the Welsh border, the northern manufacturing counties, and the agricultural immediately to the north of them, and in East Anglia. Amalgamated, the result would be a prevalence of one or other form of incontinence in general proportion to the ignorance of the district, and one in which its worst form is seen to be more compatible with a certain sort of instruction than its more legitimate, in the counties immediately to the north of the manufacturing. Elsewhere the absence of both, out of the metropolis, is, perhaps, one of the best tests which we possess of the prevalence of "education," unless it be in the iron and coal districts already mentioned. Unable to give the exact value in bastards of each improvident marriage, I am unable to amalgamate the two heads, except by permitting each to stand for one (though it should probably be for more), and the combined result will

be found in Tables IV. and V., which give a very imperfect numerical expression to the facts which I have just stated, with a large and steady balance on the combined result in favour of instruction, everywhere, except in the northern agricultural counties. In these, however, the combined excess is only 8 per cent., while in the Celtic counties there is a deficiency 4·4 per cent., notwithstanding their excess of ignorance. Among their three divisions taken by themselves, however, the excess is always with the greater ignorance; the *general* result being thus almost demonstrably one associated with race, and the reverse of that which would generally be anticipated. The final results, however, are best seen in Table III., § II., where there appears a balance of 31·8 in the favour of the most as compared with the least instructed districts, and one of 27·6 in favour of the most as compared with the least instructed counties in each district.

Monmouthshire, it will be observed, stands forth in the same favourable relief which it presents in so many other respects, in contradiction to the general opinion of its relative moral degradation, owing to the character of the population employed in its mines and iron-works. This, indeed, is the only peculiarity which greatly distinguishes it from the other English counties of the border, except that is more Welsh than any of the others; and yet the comparison, in almost every moral characteristic, is favourale to it; a result which is the more remarkable on account of its excess of ignorance. The only strong testimony against it is that supplied by the columns showing the bastardy in 1830, inserted in a former part of this paper, in doubt as to the accuracy of the more recent returns, which fresh testimony compels me to withdraw, and to seek an explanation of the discrepancy in the imperfections of the former statement, based as it is on the parish registers.

General coincidence with the statistics of pauperism with the above.

The *pauperism* of a country involves so many considerations, social and economical, as well as moral, that to do justice to any investigation of its statistics would demand a special essay; and yet a comparison of the map of the numbers relieved in 1844, in proportion to the population of each county, contained in Plate XI., with the other pictorial representations, will convey the outlines of the subject, while the figures upon which they are based will help to render it yet clearer. Whether in the map or in Table I., it will be seen that the greater dispersion of the population is invariably with the greater amount of pauperism; and the greater concentration of the population with the less amount of pauperism, though not in exact ratio. This will partly arise from the metropolis and the great manufacturing and commercial cities being less favourable to the

breeding and rearing of infants than the rural districts; and from their numbers therefore being maintained and augmented not merely by multiplication within themselves but also by immigration from the rural districts. In fact the great towns use up the excess of the country, when it has attained to years of usefulness, and have not a proportionate class of the helpless within themselves. Hence it would, with any amount of labour, be difficult without more complete returns than are yet made, specifying the ages as well as the civil condition of those relieved, to make any exact statement of the number of paupers amidst any given portion of the population that we ought reasonably expect on the average of the whole country. The present results, therefore, are merely rude approximations, on the supposition that equal populations should produce equal numbers of paupers, but in using them we ought only to compare town and rural districts with those of their own character.

Excess of pauperism coincident with higher instead of lower organization of rural industry;

Omitting from consideration, therefore, for a moment, the districts of densest population, as shown in Plate I., we see at once the general coincidence between the excesses of pauperism and ignorance in all the rest of the kingdom, exclusive of the Celtic regions, and not only of ignorance but of crime of every class, and of bastardy or improvident marriages, or both; though, in most respects, there are also considerable exceptions. Warwickshire and Monmouthshire, it will be seen, are as peculiarly destitute of pauperism as they are of bastardy. Cornwall, with its thrift, and South Wales, with its iron-works, belie their ignorance; while Westmoreland is oppressed with paurerism, though superior in instruction and in its proportion of persons of independent means. Indeed, the tables will show, that, after due allowance for other influences, the excess of persons of independent means appears to be by no means favourable; and just as little does the excess of real property in proportion to the population seem to decrease pauperism. On the contrary, it is obvious that the districts most pauperized are, to a great extent, (though with marked exceptions, such as Lincolnshire and Huntingdonshire, so peculiar in many other respects,) those in which there is the greatest amount of real property in proportion to the population, or in other words, where the better economy of cultivating in larger farms has been more widely adopted; but in which, it is very probable, from the result now before us, the farmer has not been withheld by his own dull moral perceptions or the influence of the proprietor, from dealing with the ignorant labourer in the sordid and untimely wasteful manner to which allusion has already been made, while the system of his employment in the more northern counties, where the higher culture prevails, will most probably prove to be much sounder. Ante-

cedent to these defects, however, there may be peculiarities of race between the Scandinavian blood of the one and the more purely Saxon character of the other, which have never been properly estimated.

The *period* of the data for this map of the pauperism of England and Wales is one favourable, on the whole, to a fair exhibition of its dispersion, being one of medium prosperity in both agricultural and manufacturing districts; and yet such is the effect of the geographical and social circumstances now described, and of the defective organization of rural industry (of which I can give no sufficient numerical test, but which yet confounds wages and public charity to the degradation of the labourer), that it is almost impossible to see, through the figures in Table I., any distinct testimony to a great predominance in the *influences* brought to account, except those of dispersion. It will be observed, however, that where the balance of pauperism goes against instruction, it is always where the balances of improvident marriages and bastardy on the favourable side for instruction are most feeble; and although the general results are in favour of instruction, we shall find better statistical evidence to the facts which I have just pointed out in Table III., where the counties form sixteen groups, than in Table I., where they form only four, which do not obey the most essential distinctions to be made in the present case.

and found in the agricultural, not the manufacturing districts.

It will here be seen that the whole *excess* of pauperism lies in the south midland, eastern, and southern counties,—in the proportion of their ignorance, if we could make an elimination of the influence of the towns of genteel residence upon the amount of instruction in the last named, without perceptibly reducing the amount of pauperism. The figures are—

—	Ignorance.	Pauperism.
South midland and eastern agricultural counties . . .	+33·8	+39·3
South midland agricultural counties with domestic manufactures	+27·3	+28·1
Southern agricultural and maritime counties	−10·8	+14·6

On the other hand, the great midland and northern mining and manufacturing district, although 14·9 per cent. in excess of ignorance, is 17·8 per cent. under the average of pauperism, being the least burthened of the whole realm, the metropolitan being but 12·5, and the northern counties but 10·2, under the average; while the north midland and eastern agricultural counties, though 9·5 per cent. in excess of ignorance, are 3·6 per cent. under the average of pauperism, through the influence of the contiguous manufacturing districts. The Celtic

districts, again, present a great peculiarity, for while their excess of ignorance, 30·9 per cent., is nearly equal to the excess of instruction, 38·2 per cent., in the northernmost counties of England, their proportion of pauperism is scarcely any greater, being 5·5, as compared with 10·2 per cent., under the average; whence it is obvious (after making every allowance for the effect of the mining and smelting industry of Glamorganshire on the one hand, and the poor dispersed manufactures of North Wales on the other) that backward systems of culture and industry, which may entail great *poverty* and *penury*, do not necessarily entail a large excess of *pauperism;* while, *vice versâ*, the most economical systems, without a superior moral discretion in the use of them, or a people raised to take their proper place in them, may produce the greatest excess, for the ignorance in the cases which we are comparing is about equal, and the difference which we are thus enabled to attach, with some degree of probability, to the organization of labour, and consequent social organization in each, adds another link to the chain which attaches the criminal results in some great measure to the like influences.

Excess of savings where domestic servants in greater proportion.

In Tables I. and III. the *Returns of the Savings' Banks* show very marked results, upon which the proportion of instruction and of persons of independent means evidently exercise a compound influence, irrespective of the dispersion or concentration of the population, to which it bears no reference whatever, and of the real property, to which it bears as little. The only exception is produced by a peculiar excess of saving in Shropshire and Herefordshire, which agrees very well with their deficiency of improvident marriages, but not with their excess of bastardy, and which contrasts remarkably with the deficiency of such parsimony in the equally agricultural counties of Lincoln, Rutland, and Northampton, on the opposite side of the kingdom, with which they are compared, and which stand much more favourably in regard to bastardy, though not quite so well with respect to improvident marriages, with the effect of throwing a large balance to the side of the greater ignorance; although elsewhere the distinction in this respect between the more and less instructed portions of each group of counties is very markedly in favour of the former, with a final balance of 49·9 per cent. in favour of the more, as compared with the less instructed districts, and of 48·3 per cent. in favour of the more, as compared with the less instructed counties of the several districts.

In Table III. it will be seen that Wales is nearly as deficient, 45·2 per cent., as London is in excess, 55·6; that next to Wales, unhappily, though at the opposite extremity of the scale of earnings, comes the great midland and northern mining and manufacturing district, 17·9 per cent. below the

average, closely followed by the south midland agricultural counties with domestic manufactures, 15·9 per cent. in deficiency, and these again by the other south midland and eastern agricultural counties, while the more instructed counties of the north are but at the average, the whole excess lying in the metropolitan and some of the southern maritime counties, where the proportion of domestic servants is highest, and in the two border counties already mentioned.

Celtic parsimony not to be estimated by defect of savings in banks.

The varying prevalence of different *modes* of exercising parsimony in different localities, presents an obstacle to the acceptance of the accompanying representation in Plate XII., as an accurate delineation of the relative amount of providence in each. It is not without its uses, however, in showing the relative extent to which this *form* of providence is exercised, which it does with a rude approach to truth, although it is the locality of the bank, and not the residence of its several contributors, which decides the county to which its deposits are assigned. I would especially caution the reader against the supposition that the dark tint on the Celtic regions evinces a proportionate want of providence. A proportionate absence of wealth it certainly does indicate; but the amount of scraping carefulness which is necessary to the very existence of the petty Celtic farmer is an element of providence tincturing the moral atmosphere of the far west to an extent which is quite unknown in England generally. In fact, modern fashions in social science have induced us to fly too readily to the bare principle of population to explain economical phenomena which may have had very compound causes, and it has been almost invariably relied upon to account for those most conspicuous among the Celtic populations. Any one acquainted with the habits of the Welsh peasant, or who will take the trouble to examine the accompanying figures, will scarcely assign an inferior control of the appetites as a cause of his relatively low condition; and the notorious habits of hoarding which prevail among his Breton and Hibernian cousins should have awakened us to a doubt upon the matter in their regard also, which the last census of Ireland, imperfect as its materials in this respect were, would have strengthened, had it existed, by showing that the age of marriage was by no means unusually early in that country. In fact, very different moral causes from those which have generally been assigned will equally produce the same result of an excessive number of people subsisting on the face of the land in a very low condition; and it is important to recognize the true ones, or we may otherwise, reasoning by analogy, suppose that there are concomitant phenomena which have no real existence.

Thus, supposing the greater pressure of the principle of population to be the sole cause of the peculiar poverty of the

Welsh peasant, and of the excess of his numbers on the soil, in proportion to its produce, an *equal* excess of pauperism would be expected as a matter of course. But this is not found to exist any more than the expected evidence to this greater pressure. In fact, a Celtic people are in their very genius, though more quick and excitable, yet *less co-operative* and methodical than the British population generally. A certain comparative *want of mutual reliance* is at the base of their well-known distrust of strangers, and is accompanied, as ignorance is everywhere accompanied, by a conceit which does but aggravate that want of confidence, at the same time that it flatters natural indolence into a ready satisfaction with ancestral habits, however far behind the civilization of their more enterprising and persevering though more phlegmatic neighbours. Security of a *separate* subsistence is, therefore, the great passion which occasions the soil to be hugged in small patches by tenant labourers rather than tenant farmers, who will give a far greater proportion of the produce of their wretched husbandry to vegetate upon the small remainder than any other class of tenants, and therefore pay better rents, with less expenditure of thought or capital by the proprietor, than he could obtain from any superior kind of husbandry whatever; but merely to pay their rents and keep their holdings, their parsimony must be extreme. It is a people of more co-operative genius who first rise from this rude state of husbandry. Those eminently deficient in it will lag far behind, as the Celtic populations do; without any excessively rapid multiplication of numbers (a rate of increase much below that of the empire generally serving to maintain the system), and without any excess or improvidence, but, on the contrary, great individual parsimony. The elements with which a social and industrial reformer will find that he has to struggle among a Celtic people are, in fact, still greater than those generally imagined, but they will not be lessened by any misconception of their real character.

Want more of mutual reliance and methodical exertion.

Conclusions.

The principal conclusions which I feel justified in drawing from the whole course of this investigation are the following:—

1. In comparing the gross commitments for criminal offences with the proportion of instruction in each disrict, there is found to be a small balance *in favour* of the most instructed districts in the years of most industrial depression (1842-3-4), but a greater one *against* them in the years of less industrial depression (1845-6-7); while, in comparing the more with the less instructed portions of each district, the final result is against the former at both periods, though four-fold at the latter what it is at the former (*See* Appendices I. and II.)

2. No correction for the ages of the population in different districts, to meet the excess of criminals at certain younger periods of life, will change the character of this superficial evidence against instruction; every legitimate allowance of the

kind having already been made in arriving at these results (*Id.*) CONCLUSIONS.

3. Down to this period, therefore, the comparison of the criminal and educational returns of this, any more than of any other country of Europe, has afforded no sound statistical evidence in favour, and as little against, the moral effects associated with instruction, as actually disseminated among the people, because it has been concerned only with the gross commitments (*Id.*)

4. The intractable mass of gross commitments requiring, therefore, some further correction, to make them declare decisively either in favour of or against popular instruction, as actually conveyed, it has been endeavoured to apply one for the *migration* of the dishonest into the more wealthy, populous, and instructed localities, by drawing a distinction between those classes of offences which arise from general depravity, and those which will obviously be in excess in certain localities, because generally associated with the professional vice or vagabondage which seeks its home in them; and, by proving statistically the existence of such a distinction, likewise the influence of the denser populations rather to *assemble* the demoralized than to *breed* an excess of demoralization (p. 309, *et seq.*)

5. The great class of the more serious offences against the person and malicious offences against property, is obviously that least affected by migrations of the depraved, and affords strong testimony, by *its universal excess wherever ignorance is in excess*, that many of the offences against *property* which are in such excess in the more instructed and populous localities, are committed by delinquents bred in the places indicated by the excess of the former offences (p. 311, *et seq.*)

6. It is this great class of offences, therefore, and not the gross commitments which should be regarded as the *index crime* to the relative moral character of each district, not as a perfect test, but as one approximating to the truth much nearer than the latter, being affected in a smaller degree by the migration of the depraved towards the more instructed centres of resort; a further correction for which, in the case of the index crime itself, were it attainable, would render its universal testimony in favour of the good influences associated with instruction in England yet stronger (p. 309, *et seq.*)

7. This index class of the more serious offences against the person, and the malicious offences against property, bearsstrong and universal testimony in favour of the influences associated with instruction throughout England and Wales (pp. 311, 312).

8. The whole excess above the average of such crime is found in the south midland and eastern agricultural counties, especially those with dispersed domestic manufactures, and in the manufacturing counties of dispersed trades, and arises in some part

Conclusions. from the excess of malicious offences against property, in the counties of dispersed trades, and those of greatest industrial demoralization under the old systems of poor-law mismanagement, in the spirit of which they are still bound up; while the whole excess of offences against property is found also in the south midland and eastern agricultural counties, especially those with domestic manufactures, with the addition of the metropolis, which here takes the place held by the manufacturing counties of dispersed trades in the former category (pp. 312, 313).

9. The excess of offences against property with violence is always in the more ignorant districts, and this class, with malicious offences against property, and offences against the currency, is the most affected by fluctuations in employment, while a progressive wave of larceny flows forward from times of depression, unheeding of revived industry, especially in the metropolis and the south midland and eastern agricultural counties, in which the offences against the currency are peculiarly in excess (pp. 316, 317).

10. A great excess of crime is observed to follow every considerable access to the price of food, and consequent disturbance of credit and industry, without any commensurate recoil when prices are lowered and manufacturing prosperity restored; while, on the other hand, a steady decline of assaults shows a favourable progress in manners in the more policed districts (p. 320, *et sq.*)

11. The moral influences of improved *police*, too, are obviously greater than has generally been supposed, in its repression of the small pot-house crime which the present data prove to have an immediate sympathy with the violent and malicious offences against property, and offences against the currency, and to be in all probability a sort of nursing crime, through which (in times of disordered industry more especially) the hardier of the young and unprincipled graduate into professional crime; influences which are obvious in the comparative *deficiency* of these minor commitments in proportion to the more serious in the best policed counties (pp. 322, 323).

12. The adoption of the class of serious offences against the person and malicious offences against property, as the *index class of crime*, is justified by the results of an entirely different set of observations, agreeing with these only in their comparative absence of influence from migration, viz., the returns of *improvident marriages* (designating as such all those of males under 21 years of age), which are likewise universally in excess only where ignorance is in excess, except amongst the rude populations of the North and West of Yorkshire (pp. 324-326).

13. Its adoption is equally supported by the returns of *bastardy*, which afford the same general testimony in favour of the

influences associated with instruction, except in the cases of two other of the northern counties (Cumberland and Westmoreland), characterized by the same rudeness of manners (pp. 327-329). Conclusions.

14. The amalgamation of the two latter bodies of facts, were it possible, would afford a yet more accurate coincidence with the class adopted as that of index crime (since they represent, to a great extent, alternative forms of improvidence); and an equal support to it, in regard to the south and east of England, is supplied by the returns of *paupers* relieved, and of *deposits* accumulated in savings' banks (pp. 329-332).

15. The excessive influence of fluctuations in the national industry upon the condition of the mining and manufacturing districts is shown, not only in the peculiar excess of commitments observed in them in "bad times" (the result, as appears by their very character, rather of the idleness than the distress of such times), but also in the excess of improvident marriages and of bastardy which characterize them in the "good times;" the metropolis also sharing in the latter excess, especially under a gambling excitement, like that of the railway mania (pp. 326-328).

16. These various data afford a testimony in favour of the educational influences generally associated with instruction far more powerful than any that has yet been supplied; and yet these influences are by no means unmixed with others, of which it is impossible to estimate the exact force, but every reasonable allowance for which will still leave a large balance to the credit of the school, so long as a deficiency of instruction among the population at large is accompanied by a proportionate excess of criminal commitments of the kinds least influenced by migration, and by every other indication of relative weakness and corruption.

17. Wherever there is a less amount of instruction, that which is being conveyed is also inferior in its power of guarding from moral failure, insomuch that a number possessed of this inferior instruction, more than proportionate to those who receive it among the population at large, are brought to the bar of justice (*Minutes* 1847-8, vol. ii., pp. 237-241).

18. The progress of such education among the body of the people as supplies this protective influence, shows itself in the criminal calendars by a *general* decrease in the commitments, and, above all, in the proportion of those who can "read and write well," rather than of those who are of an inferior grade of instruction, whose numbers necessarily *increase* with the *extension* of instruction, the good effects of which must be sought, therefore, in the higher tests pointing to its *quality* (*Id.*)

19. The decline of absolute inability to read and write at double the rate among those brought up to the bar of justice

Conclusions. that is observed among those who come to be married, is a decisive evidence *against* the influences associated with *some* of the instruction now conveyed in the remoter agricultural and manufacturing districts, where this effect is most obvious, by the weakest of the day and the most over-tasked of the Sunday schools; though none against those associated with the greater and better part of it, or against the conviction that without these influences a far worse state of society would have supervened; as appears by the augmentation of crime as the concomitant of *every* relative increase of ignorance in several of the counties (*Id.*)

20. The conclusion is therefore irresistible that *education* is not only essential to the security of modern society, but that such education should be solid, useful, and above all. Christian, in supersedence of much that is given by the weakest of the day-schools, and attempted by the most secular of the Sunday-schools) *Minutes* 1846, vol. ii., p. 28, *et seq.*)

21. *The Christian School, therefore, is one great instrument for the moral elevation of society, which even the un-Christian should support, on considerations of the most selfish interest.*

22. Next to education, the organization of industry appears to have the most powerful influence on the moral aspects of society, and is therefore a feature which has been kept in view in the present investigation with almost equal constancy; an aggravation of every evil appearing, *cæteris paribus*, wherever light domestic industry, furnishing a produce for sale and not for home use, is found for the women and children; with the effect of relieving the labour of the male head of the family from much of its support, and thereby encouraging both bastardy and early marriages, with their attendant train of excessive numbers, depending on a fluctuating trade and a half-employed manhood; such being especially the case in the south midland agricultural counties with domestic manufactures, and the manufacturing counties with dispersed trades; the worst combination of all being that of domestic manufactures, agricultural labour, and old poor-law habits, as in Buckinghamshire and Bedfordshire (pp. 304, 308, 314, 316, 320, *et seq*).

23. The "small husbandry," on the other hand, appears to be at the end of the scale the very opposite to the "small manufactures;" being accompanied, whether in the Celtic regions of the west, where it prevails universally, or in the Scandinavian regions of the north, where it prevails extensively, by a great deficiency of every feature of evil, except bastardy, which is in partial excess, but much *less* in the west than in the north (pp. 305, 321, 323, *et seq*).

24. The large capital systems of industry, whether agricultural or manufacturing, hold a varying moral position between

the small husbandry and the small manufactures, in general accordance with their degree of ignorance, whether in respect of crime, incontinence, pauperism, or want of providence; *the agricultural being, on the whole, the most ignorant and therefore the most depraved;* though shades of both crime and ignorance darker than those of the agricultural regions *in the same latitude*, characterize the manufacturing districts in their extension northward, while, on the other hand, they have greatly the advantage of the agricultural districts in regard to pauperism; the deficiency of bastardy in some of the coal and iron districts being likewise very remarkable (pp. 304, 307, 320, 326, 328, *et seq*). Conclusions.

25. The excess of *real property* in proportion to the population is assumed to afford some rude index to the extent of the culture by larger farms, which has been considered with reference to the organization of industry: and the result derivable from the generally unfavourable aspect of the districts where real property is in the greatest relative excess, is obviously that a higher development of industry demands a higher development of moral character among the population to work it with social safety (pp. 304-311).

26. The excess of *persons of independent means* is seen generally to coincide with the excess of instruction, and their direct influence cannot, therefore, be wholly distinguished from that portion of it which is exercised through the agency of the schools (p. 306, and Appendices I. and II.)

27. The *concentration of the population* into masses appears to have the effect of augmenting the gross commitments, and especially those for offences against property without violence, but, for the reasons already stated, may be concluded to have little effect in augmenting the proportion of delinquents, but only in aggregating the ill-disposed in peculiar excess (pp. 303-313).

28. *Eleemosynary relief* has undoubtedly an influence to the same result, in the places of more genteel residence; and the most pauperized districts are those in which the farmers, in the Boards of Guardians, and in the administration of the highway rates, still in a sordid misconception of their own interests, use the public funds to the full extent of their ability, to keep up that excess of labour in the market, and therefore, as they vainly imagine that cheapness of it, which the farmers of Buckinghamshire and Bedfordshire find, without any such contrivance, among the poor peasantry of those counties, half dependent on their petty domestic manufactures of straw and lace (pp. 318-329, *et seq.*)

29. The influence of *race*, too, can scarcely be doubted, in contemplating many of the facts here brought to account, such as those which give a peculiar aspect throughout, to the Celtic

(exclusions.) populations of the west; whose ignorance, poverty, and excess of numbers in proportion to the produce of the soil, are as obvious as their relative deficiency of gross crime and improvident marriages, with only the average of incontinence in other respects, and a deficiency of savings in banks, which, however indicative of their genuine poverty, in no respect impugns the exceeding parsimony which characterizes the daily life of their peasantry; features which all indicate considerable popular misapprehensions as to the Celtic character, and the structure of society which it is calculated to produce (pp. 310, 316, 326, 333, 334).

30. There is likewise a very remarkable general resemblance in moral features between the Celtic regions of the west and the Scandinavian districts of the north, except in the greater amount of energy, instruction, and means possessed by the latter; the second as well as the third being probably a result of the first—a characteristic of race associated with higher habits of co-operation (*Id.*)

31. The Celtic districts, considered *apart*, always give the same results as those supplied by the rest of the kingdom, with reference to the predominantly beneficial influences associated with instruction, although they often appear, in the more general comparison with the kingdom at large, to give opposite testimony, owing to the peculiarities, apparently attaching to race, which are now pointed out.

Hoping that these results will be found worthy of record, though they have led me far beyond the limits which I had originally prescribed to myself.

I have the honor to be, &c.,

JOSEPH FLETCHER.

To the Right Honorable the Lords of the Committee of Council on Education.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Number of Inhabitants to 100 Statute Acres.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Number of Inhabitants to 100 Statute Acres.	Proportion per Cent. above and below the Average.
19. Bedford	36·4	− 15·3	27. Norfolk	31·9	− 25·8
22. Berks	33·5	− 22·1	29. Northampton . .	30·6	− 28·8
24. Bucks	33·0	− 23·2	38. Northumberland .	20·9	− 51·4
32. Cambridge . . .	28·1	− 34·6	11. Nottingham . . .	46·7	+ 8·6
7. Chester	58·8	+ 36·7	23. Oxford	33·4	− 22·3
17. Cornwall	39·8	− 7·4	36. Rutland	22·3	− 48·1
42. Cumberland . . .	18·3	− 57·4	33. Salop	27·8	− 35·3
15. Derby	41·4	− 3·7	16. Somerset	41·4	− 3·7
26. Devon	32·2	− 25·1	21. Southampton . .	34·1	− 20·7
34. Dorset	27·2	− 36·7	6. Stafford	67·4	+ 56·7
12. Durham	46·2	+ 7·4	25. Suffolk	32·5	− 21·4
20. Essex	35·2	− 18·1	3. Surrey	120·0	+ 179·0
9. Gloucester . . .	53·6	+ 24·6	28. Sussex	31·9	− 25·8
39. Hereford	20·6	− 52·1	4. Warwick	70·0	+ 62·8
18. Herts	39·0	− 9·3	44. Westmoreland . .	11·6	− 73·0
35. Hunts	24·6	− 42·8	31. Wilts	29·6	− 31·1
8. Kent	55·0	+ 27·9	10 Worcester	50·4	+ 17·2
2. Lancaster . . .	147·5	+ 243·0	30. York, East Riding	30·5	− 29·1
14. Leicester	41·9	− 2·6	43. ,, North Riding	15·5	− 63·9
37. Lincoln	21·7	− 49·5	5. ,, West Riding	70·0	+ 62·8
1. Middlesex . . .	873·6	+1931·6	40. North Wales . .	19·4	− 54·9
13. Monmouth . . .	42·3	− 1·6	41. South Wales . . .	19·0	− 55·8

Counties in the order of their per Centages.

Counties in the order of their per Centages above and below the Average.	Number of Inhabitants to 100 Statute Acres.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Number of Inhabitants to 100 Statute Acres.	Proportion per Cent. above and below the Average.
1. Westmoreland . .	11·6	− 73·0	23. Berks	23·5	− 22·1
2. York, North Riding	15·5	− 63·9	24. Southampton . .	34·1	− 20·7
3. Cumberland . . .	18·3	− 57·4	25. Essex	35·2	− 18·1
4. South Wales . . .	19·0	− 55·8	26. Bedford	36·4	− 15·3
5. North Wales . . .	19·4	− 54·9	27. Herts	39·0	− 9·3
6. Hereford	20·6	− 52·1	28. Cornwall.	39·8	− 7·4
7. Northumberland .	20·9	− 51·4	29. Somerset	41·4	− 3·7
8. Lincoln	21·7	− 49·5	30. Derby	41·4	− 3·7
9. Rutland	22·3	− 48·1	31. Leicester	41·9	− 2·6
10. Huntingdon . . .	24·6	− 42·8	32. Monmouth . . .	42·3	− 1·6
11. Dorset	27·2	− 36·7	33. Durham	46·2	+ 7·6
12. Salop	27·8	− 35·3	34. Nottingham . . .	46·7	+ 8·6
13. Cambridge . . .	28·1	− 34·6	35. Worcester	50·4	+ 17·2
14. Wilts	29·6	− 31·1	36. Gloucester . . .	53·6	+ 24·6
15. York, East Riding	30·5	− 29·1	37. Kent	55·0	+ 27·9
16. Northampton . .	30·6	− 28·8	38. Chester	58·8	+ 36·7
17. Sussex	31·9	− 25·8	39. Stafford	67·4	+ 56·7
18. Norfolk	31·9	− 25·8	40. York, West Riding	70·0	+ 62·8
19. Devon	32·2	− 25·1	41. Warwick.	70·0	+ 62·8
20. Suffolk	32·5	− 24·4	42. Surrey	120·0	+ 179·0
21. Buckingham . . .	33·0	− 23·2	43. Lancaster	147·5	+ 243·0
22. Oxford	33·4	− 22·3	44. Middlesex	873·6	+1931·6

For the whole numbers, *see* Minutes of 1845, Vol. II., p. 238, *et seq.*

Conclusions. populations of the west; whose ignorance, poverty, and excess of numbers in proportion to the produce of the soil, are as obvious as their relative deficiency of gross crime and improvident marriages, with only the average of incontinence in other respects, and a deficiency of savings in banks, which, however indicative of their genuine poverty, in no respect impugns the exceeding parsimony which characterizes the daily life of their peasantry; features which all indicate considerable popular misapprehensions as to the Celtic character, and the structure of society which it is calculated to produce (pp. 310, 316, 326, 333, 334).

30. There is likewise a very remarkable general resemblance in moral features between the Celtic regions of the west and the Scandinavian districts of the north, except in the greater amount of energy, instruction, and means possessed by the latter; the second as well as the third being probably a result of the first—a characteristic of race associated with higher habits of co-operation (*Id.*)

31. The Celtic districts, considered *apart*, always give the same results as those supplied by the rest of the kingdom, with reference to the predominantly beneficial influences associated with instruction, although they often appear, in the more general comparison with the kingdom at large, to give opposite testimony, owing to the peculiarities, apparently attaching to race, which are now pointed out.

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32. Cambridge	28·1	− 34·6
7. Chester	58·8	+ 36·7
17. Cornwall	39·8	− 7·4
42. Cumberland	18·3	− 57·4
15. Derby	41·4	− 3·7
26. Devon	32·2	− 25·1
34. Dorset	27·2	− 36·7
12. Durham	46·2	+ 7·4
20. Essex	35·2	− 18·1
9. Gloucester	53·6	+ 24·6
39. Hereford	20·6	− 52·1
18. Herts	39·0	− 9·3
35. Hunts	24·6	− 42·8
8. Kent	55·0	+ 27·9
2. Lancaster	147·5	+ 243·0
14. Leicester	41·9	− 2·6
37. Lincoln	21·7	− 49·5
1. Middlesex	873·6	+1931·6
13. Monmouth	42·3	− 1·6
27. Norfolk	31·9	− 25·8
29. Northampton	30·6	− 28·8
38. Northumberland	20·9	− 51·4
11. Nottingham	46·7	+ 8·6
23. Oxford	33·4	− 22·3
36. Rutland	22·3	− 48·1
33. Salop	27·8	− 35·3
16. Somerset	41·4	− 3·7
21. Southampton	34·1	− 20·7
6. Stafford	67·4	+ 56·7
25. Suffolk	32·5	− 21·4
3. Surrey	120·0	+ 179·0
28. Sussex	31·9	− 25·8
4. Warwick	70·0	+ 62·8
44. Westmoreland	11·6	− 73·0
31. Wilts	29·6	− 31·1
10 Worcester	50·4	+ 17·2
30. York, East Riding	30·5	− 29·1
43. ,, North Riding	15·5	− 63·9
5. ,, West Riding	70·0	+ 62·8
40. North Wales	19·4	− 54·9
41. South Wales	19·0	− 55·8

Counties in the order of their per Centages.

Counties in the order of their per Centages above and below the Average.	Number of Inhabitants to 100 Statute Acres.	Proportion per Cent. above and below the Average.
1. Westmoreland	11·6	− 73·0
2. York, North Riding	15·5	− 63·9
3. Cumberland	18·3	− 57·4
4. South Wales	19·0	− 55·8
5. North Wales	19·4	− 54·9
6. Hereford	20·6	− 52·1
7. Northumberland	20·9	− 51·4
8. Lincoln	21·7	− 49·5
9. Rutland	22·3	− 48·1
10. Huntingdon	24·6	− 42·8
11. Dorset	27·2	− 36·7
12. Salop	27·8	− 35·3
13. Cambridge	28·1	− 34·6
14. Wilts	29·6	− 31·1
15. York, East Riding	30·5	− 29·1
16. Northampton	30·6	− 28·8
17. Sussex	31·9	− 25·8
18. Norfolk	31·9	− 25·8
19. Devon	32·2	− 25·1
20. Suffolk	32·5	− 24·4
21. Buckingham	33·0	− 23·2
22. Oxford	33·4	− 22·3
23. Berks	33·5	− 22·1
24. Southampton	34·1	− 20·7
25. Essex	35·2	− 18·1
26. Bedford	36·4	− 15·3
27. Herts	39·0	− 9·3
28. Cornwall	39·8	− 7·4
29. Somerset	41·4	− 3·7
30. Derby	41·4	− 3·7
31. Leicester	41·9	− 2·6
32. Monmouth	42·3	− 1·6
33. Durham	46·2	+ 7·6
34. Nottingham	46·7	+ 8·6
35. Worcester	50·4	+ 17·2
36. Gloucester	53·6	+ 24·6
37. Kent	55·0	+ 27·9
38. Chester	58·8	+ 36·7
39. Stafford	67·4	+ 56·7
40. York, West Riding	70·0	+ 62·8
41. Warwick	70·0	+ 62·8
42. Surrey	120·0	+ 179·0
43. Lancaster	147·5	+ 243·0
44. Middlesex	873·6	+1931·6

For the whole numbers, *see* Minutes of 1845, Vol. II., p. 238, *et seq.*

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.
32. Bedford	−11·12	17. Norfolk	+ 4·55
13. Berkshire	+11·30	10. Northampton	+16·51
23. Buckingham	− 1·60	12. Northumberland	+14·25
7. Cambridge	+24·27	40. Nottingham	−15·26
34. Chester	−11·45	9. Oxford	+17·60
42. Cornwall	−26·48	2. Rutland	+36·62
27. Cumberland	− 5·21	11. Salop	+14·41
28. Derby	− 6·08	5. Somerset	+27·21
30. Devon	−10·01	25. Southampton	− 2·87
38. Dorset	−13·24	33. Stafford	−11·33
26. Durham	− 4·58	21. Suffolk	+ 1·07
18. Essex	+ 4·02	29. Surrey	− 6·49
31. Gloucester	−10·85	19. Sussex	+ 3·27
4. Hereford	+31·10	15. Warwick	+ 9·11
22. Herts	+ 0·21	14. Westmoreland	+ 9·84
6. Hunts	+27·19	20. Wilts	+ 2·08
24. Kent	− 1·69	16. Worcester	+ 5·87
39. Lancaster	−13·74	35. York, East Riding	−12·69
8. Leicester	+18·00	36. ,, North Riding	−12·69
1. Lincoln	+56·87	37. ,, West Riding	−12·69
3. Middlesex	+33·41	43. North Wales	−27·17
41. Monmouth	−18·44	44. South Wales	−31·32

Counties in the order of their per Centages.

Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.
1. Lincoln	+56·87	23. Buckingham	− 1·60
2. Rutland	+36·62	24. Kent	− 1·69
3. Middlesex	+33·41	25. Southampton	− 2·87
4. Hereford	+31·10	26. Durham	− 4·58
5. Somerset	+27·21	27. Cumberland	− 5·21
6. Huntingdon	+27·19	28. Derby	− 6·08
7. Cambridge	+24·27	29. Surrey	− 6·49
8. Leicester	+18·00	30. Devon	−10·01
9. Oxford	+17·60	31. Gloucester	−10·85
10. Northampton	+16·51	32. Bedford	−11·12
11. Salop	+14·41	33. Stafford	−11·33
12. Northumberland	+14·25	34. Chester	−11·45
13. Berks	+11·30	35. York, West Riding	−12·69
14. Westmoreland	+ 9·84	36. ,, East Riding	−12·69
15. Warwick	+ 9·11	37. ,, North Riding	−12·69
16. Worcester	+ 5·87	38. Dorset	−13·24
17. Norfolk	+ 4·55	39. Lancaster	−13·74
18. Essex	+ 4·02	40. Nottingham	−15·26
19. Sussex	+ 3·27	41. Monmouth	−18·44
20. Wilts	+ 2·08	42. Cornwall	−26·48
21. Suffolk	+ 1·07	43. North Wales	−27·17
22. Hertford	+ 0·21	44. South Wales	−31·32

For the whole numbers, *see* Minutes of 1846, Vol. II., p. 238, *et seq.*

Counties in their Alphabetical Order.				*Counties in the order of their per Centages.*			
Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.
44. Bedford	−43·1	20. Norfolk	−10·4	1. Middlesex	+72·7	23. Suffolk	−15·1
14. Berks	+ 5·7	41. Northampton . . .	−32·2	2. Surrey	+50·1	24. Hertford	−16·1
36. Bucks	−29·5	17. Northumberland . .	− 2·0	3. Westmoreland . . .	+43·7	25. Cambridge	−17·0
25. Cambridge	−17·0	39. Nottingham	−31·2	4. Devon	+36·0	26. Wilts	−17·3
32. Chester	−23·8	22. Oxford	−14·9	5. Gloucester	+32·3	27. Worcester	−20·0
18. Cornwall	− 5·1	37. Rutland	−30·3	6. Cumberland	+32·1	28. Warwick	−20·3
6. Cumberland	+32·1	30. Salop	−20·7	7. Somerset	+21·9	29. North Wales	−20·7
40. Derby	−31·9	7. Somerset	+21·9	8. Kent	+21·1	30. Salop	−20·7
4. Devon	+36·0	9. Southampton . . .	+18·1	9. Southampton . . .	+18·1	31. Essex	−23·4
11. Dorset	+13·9	43. Stafford	−42·9	10. York, East Riding .	+16·7	32. Chester	−23·8
19. Durham	− 9·4	23. Suffolk	−15·1	11. Dorset	+13·9	33. Leicester	−27·7
31. Essex	−23·4	2. Surrey	+50·1	12. York, North Riding	+11·6	34. Lancaster	−28·9
5. Gloucester	+32·3	13. Sussex	+ 6·1	13. Sussex	+ 6·1	35. Huntingdon	−29·5
16. Hereford	+ 2·6	28. Warwick	−20·3	14. Berks	+ 5·7	36. Buckingham	−29·5
24. Herts	−16·1	3. Westmoreland . . .	+43·7	15. South Wales	+ 4·9	37. Rutland	−30·3
35. Hunts	−29·5	26. Wilts	−17·3	16. Hereford	+ 2·6	38. Monmouth	−30·4
8. Kent	+21·1	27. Worcester	−20·0	17. Northumberland . .	− 2·0	39. Nottingham	−31·2
34. Lancaster	−28·9	10. York, East Riding .	+16·7	18. Cornwall	− 5·1	40. Derby	−31·9
33. Leicester	−27·7	12. ,, North Riding	+11·6	19. Durham	− 9·4	41. Northampton . . .	−32·2
21. Lincoln	−10·5	42. ,, West Riding .	−33·4	20. Norfolk	−10·4	42. York, West Riding .	−33·4
1. Middlesex	+72·7	29. North Wales	−20·7	21. Lincoln	−10·5	43. Stafford	−42·9
38. Monmouth	−30·4	15. South Wales	+ 4·9	22. Oxford	−14·9	44. Bedford	−43·1

For the whole numbers, *see* Minutes of 1846, Vol. II., p. 238, *et seq.*

Counties in Alphabetical Order.				*Counties in the order of their per Centages.*			
Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.
42. Bedford	+53·0	38. Norfolk	+38·1	1. Middlesex	−59·7	23. Somerset	+10·6
32. Berks	+28·6	26. Northampton	+15·6	2. Surrey	−53·2	24. Hereford	+11·2
33. Bucks	+30·2	4. Northumberland	−51·3	3. Cumberland	−52·1	25. Cornwall	+11·8
35. Cambridge	+33·5	20. Nottingham	+ 1·9	4. Northumberland	−51·3	26. Northampton	+15·6
19. Chester	+ 0·4	21. Oxford	+ 5·0	5. Rutland	−38·4	27. York, West Riding	+17·9
25. Cornwall	+11·8	5. Rutland	−38·4	6. York, East Riding	−37·1	28. Lancaster	+22·1
2. Cumberland	−52·1	29. Salop	+24·6	7. Westmoreland	−36·2	29. Salop	+24·6
11. Derby	−13·6	23. Somerset	+10·6	8. York, North Riding	−31·4	30. North Wales	+26·1
13. Devon	−11·9	14. Southampton	−11·1	9. Durham	−29·1	31. Wilts	+26·5
22. Dorset	+10·1	34. Stafford	+31·3	10. Kent	−17·1	32. Berks	+28·6
9. Durham	−29·1	40. Suffolk	+42·0	11. Derby	−13·6	33. Bucks	+30·2
41. Essex	+42·4	2. Surrey	−53·2	12. Gloucester	−13·2	34. Stafford	+31·3
12. Gloucester	−13·2	15. Sussex	− 7·5	13. Devon	−11·9	35. Cambridge	+33·5
24. Hereford	+11·2	18. Warwick	+ 0·3	14. Southampton	−11·7	36. Worcester	+37·3
44. Herts	+53·8	7. Westmoreland	−36·2	15. Sussex	− 7·5	37. Hunts	+38·0
37. Hunts	+38·0	31. Wilts	+26·5	16. Leicester	− 2·8	38. Norfolk	+38·1
10. Kent	−17·1	36. Worcester	+37·3	17. Lincoln	− 1·5	39. South Wales	+39·3
28. Lancaster	+22·1	6. York, East Riding	−37·1	18. Warwick	+ 0·3	40. Suffolk	+42·0
16. Leicester	− 2·8	8. ,, North Riding	−31·4	19. Chester	+ 0·4	41. Essex	+42·4
17. Lincoln	− 1·5	27. ,, West Riding	+17·9	20. Nottingham	+ 1·9	42. Bedford	+53·0
1. Middlesex	−59·7	30. North Wales	+26·1	21. Oxford	+ 5·0	43. Monmouth	+53·3
43. Monmouth	+53·3	39. South Wales	+39·3	22. Dorset	+10·1	44. Hereford	+53·8

For the whole numbers, *see* Minutes of 1846, Vol. II., p. 238, *et seq.*

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.			Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		
	1842-3-4	1845-6-7	1842-7.		1842-3-4	1845-6 7	1842-7.
34. Bedford	+21·4	+15·1	+18·4	13. Monmouth . .	−12·1	−18·2	−15·1
27. Berks	+ 9·6	+14·8	+12·0	33. Norfolk	+16·2	+19·2	+17·6
38. Bucks	+20·0	−44·2	+31·2	15. Northampton .	−10·9	− 9·2	−10·1
19. Cambridge . .	− 6·2	+ 3·1	− 1·8	6. Northumberland	−46·3	−57·6	−51·5
35. Cheshire . . .	+34·5	−12·9	+24·3	12. Nottingham . .	−12·5	−19·6	−15·8
7. Cornwall . . .	−54·1	−45·3	−50·0	29. Oxford	+12·9	+16·0	+14·3
1. Cumberland . .	−68·2	−57·5	−63·3	22. Rutland	+ 1·9	+ ·6	+ 1·3
8. Derby	−32·7	−43·2	−39·0	17. Salop	+12·7	−32·2	− 8·1
14. Devon	−24·5	− 3·8	−14·8	37. Somerset . . .	+37·6	+20·4	+29·7
16. Dorset	−19·2	+ 2·7	−10·1	25. Southampton .	− 1·3	+19·0	+ 8·2
5. Durham	−49·0	−57·6	−53·1	26. Stafford	+22·7	− 6·9	+ 8·4
32. Essex	+17·5	+16·9	+17·2	24. Suffolk	+12·3	+ 2·0	+ 7·4
41. Gloucester . . .	+54·0	+45·8	+50·2	18. Surrey	−13·3	+10·5	− 2·1
31. Hereford . . .	+19·3	+12·5	+16·1	20. Sussex	− 3·4	+ 2·8	− ·5
30. Hertford . . .	+14·2	+17·5	+15·7	39. Warwick . . .	+39·0	+28·2	+33·8
11. Huntingdon . .	−30·4	− 5·2	−18·7	4. Westmoreland .	−68·3	−36·3	−53·2
21. Kent	+ 3·4	− 3·7	1.	28. Wilts	+11·6	+16·2	+13·7
23. Lancaster . . .	+10·0	− 1·4	+ 4·5	42. Worcester . . .	+54·7	+55·9	+55·3
36. Leicester . . .	+40·3	+ 9·1	+25·7	9. York	−23·4	−39·9	−31·2
10. Lincoln	−19·6	−26·4	−22·7	2. North Wales . .	−61·2	−57·4	−59·0
40. Middlesex . . .	+28·4	+72·1	+49·0	3. South Wales . .	−55·7	−53·2	−54·0

Counties in the order of their per Centages.

Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.			Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.		
	1842-7.	1842-3-4	1845-6-7		1842-7.	1842-3-4	1845-6-7
1. Cumberland . .	−63·3	−68·2	−57·5	22. Rutland	+ 1·3	+ 1·9	+ ·6
2. North Wales .	−59·0	−61·2	−57·4	23. Lancaster . . .	+ 4·5	+19·0	− 1·4
3. South Wales . .	−54·0	−55·7	−53·2	24. Suffolk	+ 7·4	+12·3	+ 2·0
4. Westmoreland .	−53·2	−66·3	−36·3	25. Southampton .	+ 8·2	− 1·3	+19·0
5. Durham	−53·1	−49·0	−57·6	26. Stafford	+ 8 4	+22·7	− 6·9
6. Northumberland	−51·5	−46·3	−57·6	27. Berks	+12·0	+ 9·6	+14·8
7. Cornwall . . .	−50·0	−54·1	−45·3	28. Wilts	+13·7	+11·6	+16·2
8. Derby	−39·0	−32·7	−43·2	29. Oxford	+14 3	+12·9	+16·0
9. York	−31·2	−23·4	−39·9	30. Herts	+15·7	+14·2	+17·5
10. Lincoln	−22·7	−19·6	−26·4	31. Hereford . . .	+16·0	+19·3	+12·5
11. Huntingdon . .	−18·0	−30·4	− 5·2	32. Essex	+17·2	+17·5	+16·9
12. Nottingham . .	−15·8	−12·5	−19·6	33. Norfolk	+17·6	+16·2	+19·2
13. Monmouth . .	−15·1	−12·1	−18·2	34. Bedford	+18·4	+21·4	+15·1
14. Devon	−14·8	−24·5	− 3·8	35. Chester	+24·3	+34·5	+12·9
15. Northampton .	−10·1	−10·9	− 9·2	36. Leicester . . .	+25·7	+40·3	+ 9·1
16. Dorset	−10·1	−19·2	+ 2·7	37. Somerset . . .	+29·7	+37·6	+20·4
17. Salop	− 8·1	+12·7	−32·3	38. Bucks	+31·2	+20·0	+44·2
18. Surrey	− 2·1	−13·3	+10·5	39. Warwick . . .	+33·8	+39·0	+28·2
19. Cambridge . . .	− 1·8	− 6·2	+ 3·1	40. Middlesex . . .	+49·0	+28·4	+72·1
20. Sussex	− 0·5	− 3·4	+ 2·8	41. Gloucester . . .	+50·2	+54·0	+45·8
21. Kent	..	+ 3 4	− 3·7	42. Worcester . . .	+55·3	+54·7	+55·9

For the whole numbers, *see* Appendix III. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.			Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		
	1842-44	1845-47	1842-47		1842-44	1845-47	1842-47
40. Bedford	+69·4	+23·6	+48·8	44. Norfolk	+42·5	+80·5	+57·7
17. Berks	− 2·5	−23·4	−11·9	21. Northampton	−12·9	+ 7·5	− 3·7
39. Bucks	+45·3	+45·6	+45·6	16. Northumberland	−18·5	− 5·8	−12·8
38. Cambridge	+15·4	+74·8	+40·5	9. Nottingham	−27·3	−20·1	−24·1
43. Chester	+71·2	+38·9	+56·6	18. Oxford	−21·5	+ 8·0	− 8·4
2. Cornwall	−50·9	−35·9	−44·1	32. Rutland	+24·8	..	+14·0
1. Cumberland	−57·2	−42·6	−50·8	19. Salop	+15·3	−54·7	− 6·9
7. Derby	−25·3	−40·5	−32·2	35. Somerset	+49·0	+ 4·7	+29·4
13. Devon	−29·6	− 9·5	−20·6	27. Southampton	+ 7·2	− 4·7	+ 1·9
25. Dorset	−26·2	+34·2	+ ·9	42. Stafford	+89·2	+15·3	+55·1
24. Durham	+ 1·9	− 4·4	− 1·0	36. Suffolk	+39·5	+26·9	+33·9
37. Essex	+42·2	+36·8	+39·8	14. Surrey	−23·4	− 7·5	−16·2
30. Gloucester	+ 9·4	+13·2	+11·1	4. Sussex	−39·3	−42·3	−40·6
15. Hereford	−38·4	+13·3	−15·7	20. Warwick	+ 4·2	−16·3	− 5·2
31. Herts	− 1·3	+27·9	+11·8	5. Westmoreland	−77·0	+ 7·3	−39·9
8. Huntingdon	− 3·6	−63·3	−30·3	34. Wilts	+ 5·9	+49·6	+25·3
28. Kent	+20·7	−19·8	+ 2·5	41. Worcester	+41·0	+65·0	+51·7
22. Lancaster	− 7·9	+ 1·8	− 3·4	10. York, East Riding	−30·3	−16·2	−23·9
33. Leicester	+35·2	− 3·0	+18·0	12. ,, North Riding	−30·3	−14·6	−23·2
3. Lincoln	−35·0	−51·2	−42·4	11. ,, West Riding	−30·2	−16·0	−23·7
23. Middlesex	−14·3	+13·3	− 1·9	6. North Wales	−34·8	−32·1	−33·6
26. Monmouth	− 2·6	+ 5·9	+ 1·4	29. South Wales	+33·8	−33·7	+ 3·0

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.			Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.		
	1842-44	1845-47	1842-47		1842-44	1845-47	1842-47
1. Cumberland	−57·2	−42·6	−50·8	23. Middlesex	−14·3	+13·3	− 1·9
2. Cornwall	−50·9	−35·9	−44·1	24. Durham	+ 1·9	− 4·4	− 1·0
3. Lincoln	−35·0	−51·2	−42·4	25. Dorset	−26·2	+34·2	+ ·9
4. Sussex	−39·3	−42·3	−40·6	26. Monmouth	− 2·6	+ 5·9	+ 1·4
5. Westmoreland	−77·0	+ 7·3	−39·9	27. Southampton	− 7·2	− 4·7	+ 1·9
6. North Wales	−34·8	−32·1	−33·6	28. Kent	+20·7	−19·8	+ 2·5
7. Derby	−25·3	−40·5	−32·2	29. South Wales	+33·8	−33·7	+ 3·0
8. Huntingdon	− 3·6	−63·3	−30·3	30. Gloucester	+ 9·4	+13·2	+11·1
9. Nottingham	−27·3	−20·1	−24·1	31. Herts	− 1·3	+27·9	+11·8
10. York, East Riding	−30·3	−16·2	−23·9	32. Rutland	+24·8	..	+14·0
11. ,, West Riding	−30·2	−16·0	−23·7	33. Leicester	+35·2	− 3·0	+18·0
12. ,, North Riding	−30·3	−14·6	−23·2	34. Wilts	+ 5·9	+49·6	+25·3
13. Devon	−29·6	− 9·5	−20·6	35. Somerset	+49·0	+ 4·7	+29·4
14. Surrey	−23·4	− 7·5	−16·2	36. Suffolk	+39·5	+26·9	+33·9
15. Hereford	−38·4	+13·3	−15·7	37. Essex	+42·2	+36·8	+39·8
16. Northumberland	−18·5	− 5·8	−12·8	38. Cambridge	+15·4	+74·8	+40·5
17. Berks	− 2·5	−23·4	−11·9	39. Bucks	+45·3	+45·6	+45·6
18. Oxford	−21·5	+ 8·0	− 8·4	40. Bedford	+69·4	+23·6	+48·8
19. Salop	+15·3	−54·7	− 6·9	41. Worcester	+41·0	+65·0	+51·7
20. Warwick	+ 4·2	−16·3	− 5·2	42. Stafford	+89·2	+15·3	+55·1
21. Northampton	−12·9	+ 7·5	− 3·7	43. Chester	+71·2	+38·9	+56·6
22. Lancaster	− 7·9	+ 1·8	− 3·4	44. Norfolk	+42·5	+80·5	+57·7

For the whole numbers, *see* Appendix III. to the present Report.

Counties in their Alphabetical Order.				*Counties in the order of their per Centages.*			
Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.
29. Bedford	+13·0	38. Norfolk	+12·2	1. Durham	−62·4	23. Kent	− 1·3
33. Berks	+17·8	16. Northampton	−10·9	2. Northumberland	−62·0	24. Dorset	+ 1·0
41. Bucks	+43·5	2. Northumberland	−62·0	3. Cumberland	−60·3	25. Suffolk	+ 2·8
19. Cambridge	− 6·5	15. Nottingham	−17·0	4. North Wales	−60·0	26. Sussex	+ 4·7
28. Chester	+10·6	35. Oxford	+18·6	5. South Wales	−57·6	27. Leicester	+ 7·3
6. Cornwall	−50·0	17. Rutland	−10·9	6. Cornwall	−50·0	28. Chester	+10·6
3. Cumberland	−60·3	12. Salop	−29·6	7. Derby	−49·8	29. Bedford	+13·0
7. Derby	−49·8	36. Somerset	+18·6	8. York, North Riding	−40·2	30. Surrey	+13·7
21. Devon	− 4·1	39. Southampton	+22·2	9. ,, West Riding	−40·0	31. Hereford	+13·8
24. Dorset	−27·1	18. Stafford	− 7·8	10. ,, East Riding	−39·9	32. Wilts	+17·4
1. Durham	−62·4	25. Suffolk	+ 2·8	11. Westmoreland	−39·3	33. Berks	+17·8
37. Essex	+21·7	30. Surrey	+13·7	12. Salop	−29·6	34. Herts	+18·3
42. Gloucester	+56·2	26. Sussex	+ 4·7	13. Lincoln	−23·7	35. Oxford	+18·6
31. Hereford	+13·8	40. Warwick	+34·4	14. Monmouth	−19·4	36. Somerset	+18·6
34. Herts	+18·3	11. Westmoreland	−40·2	15. Nottingham	−17·0	37. Essex	+21·7
20. Huntingdon	+ 5·7	32. Wilts	+17·4	16. Northumberland	−10·9	38. Norfolk	+21·7
23. Kent	− 1·3	43. Worcester	+57·9	17. Rutland	−10·9	39. Southampton	+22·2
22. Lancaster	− 2·2	10. York, East Riding	−39·9	18. Stafford	− 7·8	40. Warwick	+34·4
27. Leicester	+ 7·3	8. ,, North Riding	−40·2	19. Cambridge	− 6·5	41. Bucks	+43·5
13. Lincoln	−23·7	9. ,, West Riding	−40·0	20. Huntingdon	− 5·7	42. Gloucester	+56·2
44. Middlesex	+71·4	4. North Wales	−57·6	21. Devon	− 4·1	43. Worcester	+57·9
14. Monmouth	−19·4	5. South Wales	−60·0	22. Lancaster	− 2·2	44. Middlesex	+71·4

For the whole numbers, *see* Appendix III. to the present Report.

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Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.			Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		
	1842-3-4	1845-6-7	1842-47		1842-3-4	1845-6-7	1842-47
29. Bedford . .	− 34·7	+ 42·4	− 3·9	7. Norfolk	− 34·3	− 43·1	−37·7
35. Berks . . .	+ 17·0	+ 8·4	+13·6	38. Northampton .	+ 40·7	− ·9	+24·2
31. Bucks . . .	− 37·9	+ 57·0	− ·7	4. Northumberland	− 41·4	− 39·5	−40·6
22. Cambridge .	− 35·0	+ 68·8	+ 6·8	23. Nottingham . .	− 1·7	− 48·1	−20·2
39. Chester . .	+ 29·7	+ 23·2	+27·1	33. Oxford	+ 19·5	− 4·4	+10·1
22. Cornwall .	− 35·7	+ 2·0	−20·5	44. Rutland	+ 43·8	+119·2	+73·7
1. Cumberland	− 65·0	− 33·4	−52·7	8. Salop	− 20·3	− 58·4	−35·2
30. Derby . . .	+ ·2	− 8·0	− 3·0	42. Somerset . . .	+ 69·2	+ 52·0	+62·4
19. Devon . . .	− 41·0	+ ·3	−23·6	28. Southampton .	− 15·5	− ·5	− 9·5
18. Dorset . . .	− 44·3	+ 7·3	−23·8	41. Stafford	+ 109·3	− 10·0	+39·0
16. Durham . .	− 15·6	− 36·7	−24·2	9. Suffolk	− 40·8	− 20·9	−33·0
5. Essex . . .	− 35·6	− 47·8	−40·5	12. Surrey	− 34·1	− 12·9	−25·5
11. Gloucester .	− 15·9	− 47·8	−28·6	24. Sussex	− 31·4	+ 12·1	−14·1
10. Hereford . .	− 52·2	+ 3·0	−30·8	26. Warwick . . .	− 10·3	− 13·6	−11·6
21. Herts . . .	− 37·0	+ 4·3	−20·6	3. Westmoreland .	− 54·2	− 27·7	−43·9
25. Huntingdon	− 44·6	+ 34·6	−13·1	20. Wilts	− 25·3	− 17·3	−22·2
17. Kent . . .	− 27·5	− 19·3	−24·2	40. Worcester . . .	+ 24·0	+ 33·1	+27·6
37. Lancaster .	+ 36·5	+ 4·8	+23·5	13. York, E. R. . .	− 7·2	− 52·6	−25·4
36. Leicester .	+ 12·5	+ 37·7	+22·5	15. ,, N. R. . .	− 7·1	− 52·1	−25·2
6. Lincoln . .	− 39·5	− 39·3	−39·4	14. ,, W. R. . .	− 7·7	− 52·5	−25·3
43. Middlesex .	+ 39·5	+114·8	+69·6	2. North Wales . .	− 48·6	− 44·7	−47·0
34. Monmouth .	+ 35·6	− 17·6	+13·3	27. South Wales . .	− 7·3	− 16·8	−11·1

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. above and below the Average.			Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.		
	1842-3-4	1845-6-7	1842-47		1842-3-4	1845-6-7	1842-47
1. Cumberland . .	− 65·0	− 33·4	−52·7	23. Nottingham . .	− 1·7	− 48·1	−20·2
2. North Wales . .	− 48·6	− 44·7	−47·0	24. Sussex	− 31·4	− 12·1	−14·1
3. Westmoreland .	− 54·2	− 27·7	−43·9	25. Huntingdon . .	− 44·6	+ 34·6	−13·1
4. Northumberland	− 41·4	− 39·5	−40·6	26. Warwick . . .	− 10·3	− 13·6	−11·6
5. Essex	− 35·6	− 47·8	−40·5	27. South Wales . .	− 7·3	− 16·8	−11·1
6. Lincoln	− 39·5	− 39·3	−39·4	28. Southampton .	− 15·5	− ·5	− 9·5
7. Norfolk	− 34·3	− 43·1	−37·7	29. Bedford	− 34·7	+ 42·4	− 3·9
8. Salop	− 20·3	− 58·4	−35·2	30. Derby	+ ·2	− 8·0	− 3·0
9. Suffolk	− 40·8	− 20·9	−33·0	31. Bucks	− 37·9	+ 57·0	− ·7
10. Hereford . . .	− 52·2	+ 3·0	−30·8	32. Cambridge . . .	− 35·0	+ 68·8	+ 6·8
11. Gloucester . .	− 15·9	− 47·8	−28·6	33. Oxford	+ 19·5	− 4·4	+10·1
12. Surrey	− 34·1	− 12 9	−25·5	34. Monmouth . .	+ 35·6	− 17·6	+13·3
13. York, E. R. . .	− 7·2	− 52·6	−25·4	35. Berks	+ 17·0	+ 8·4	+13·6
14. ,, W. R. . .	− 7·7	− 52·5	−25·3	36. Leicester . . .	+ 12·5	− 37·7	+22·5
15. ,, N. R. . .	− 7·1	− 52·1	−25·2	37. Lancaster . . .	+ 36·5	+ 4·8	+23·5
16. Durham	15·6	− 36·7	−24·2	38. Northampton .	+ 40·7	+ ·9	+24·2
17. Kent	− 27·5	− 19·3	−24·2	39. Chester	+ 29·7	− 23·2	+27·1
18. Dorset	− 44·3	+ 7·3	−23·8	40. Worcester . . .	+ 24·0	+ 33·1	+27·6
19. Devon	− 41·0	+ ·3	−23·6	41. Stafford	+ 109·3	− 10·0	+39·0
20. Wilts	− 25·3	− 17·3	−22·2	42. Somerset . . .	+ 69·2	+ 52·0	+62·4
21. Herts	− 37·0	+ 4·3	−20·6	43. Middlesex . . .	+ 39·5	−114·8	+69·6
22. Cornwall . . .	− 35·7	+ 2·0	−20·5	44. Rutland	+ 43·8	+119·2	+73·7

For the whole numbers, *see* Appendix III. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	
	1844.	1845.		1844.	1845.
44. Bedford	+147·8	+142·5	30. Norfolk	+ 28·9	+ 21·2
19. Berks	− 3·3	+ 9·9	35. Northampton	+ 57·9	+ 84·7
38. Bucks	+ 69·0	+ 55·6	17. Northumberland	− 8·1	− 15·0
40. Cambridge	+103·8	+ 39·3	36. Nottingham	+ 58·4	+ 31·9
33. Chester	+ 39·6	+ 36·7	24. Oxford	+ 7·8	+ 7·5
16. Cornwall	− 12·7	− 25·4	1. Rutland	− 67·3	− 14·0
15. Cumberland	− 25·7	+ 10·6	6. Salop	− 46·7	− 51·6
26. Derby	+ 9·5	− 16·3	23. Somerset	+ 6·5	+ 12·2
5. Devon	− 54·3	− 54·3	4. Southampton	− 60·1	− 40·9
29. Dorset	+ 26·1	+ 19·8	31. Stafford	+ 34·0	+ 32·4
14. Durham	− 26·3	− 22·6	28. Suffolk	+ 17·3	+ 24·3
32. Essex	+ 38·6	+ 35·2	3. Surrey	− 61·6	− 64·7
18. Gloucester	− 5·1	− 2·5	21. Sussex	+ 3·7	− ·3
7. Hereford	− 45·9	− 68·7	20. Warwick	+ ·1	+ 4·2
42. Herts	+112·5	+ 69·6	10. Westmoreland	− 38·1	− 43·8
43. Hunts	+115·1	+122·2	39. Wilts	+ 73·4	+ 40·7
8. Kent	− 40·9	− 43·1	27. Worcester	+ 17·2	+ 34·5
25. Lancaster	+ 7·8	+ 15·6	12. York, East Riding	− 31·9	− 36·8
41. Leicester	+110·5	+104·2	34. ,, North Riding	+ 43·2	− 30·0
22. Lincoln	+ 3·9	− 6·9	37. ,, West Riding	+ 67·8	+ 70·6
2. Middlesex	− 62·8	− 51·9	13. North Wales	− 30·0	− 32·3
9. Monmouth	− 38·8	− 39·2	11. South Wales	− 32·3	− 37·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.		Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1844.	1845.		1844.	1845.
1. Rutland	− 67·3	− 14·0	23. Somerset	+ 6·5	+ 12·2
2. Middlesex	− 62·8	− 51·9	24. Oxford	+ 7·8	+ 7·5
3. Surrey	− 61·6	− 64·7	25. Lancaster	+ 7·8	+ 15·6
4. Southampton	− 60·1	− 40·9	26. Derby	+ 9·5	− 16·3
5. Devon	− 54·3	− 54·3	27. Worcester	+ 17·2	+ 34·5
6. Salop	− 46·7	− 51·6	28. Suffolk	+ 17·3	+ 24·3
7. Hereford	− 45·9	− 68·7	29. Dorset	+ 26·1	+ 19·8
8. Kent	− 40·9	− 43·1	30. Norfolk	+ 28·9	+ 21·2
9. Monmouth	− 38·8	− 39·2	31. Stafford	+ 34·0	+ 32·4
10. Westmoreland	− 38·1	− 43·8	32. Essex	+ 38·6	+ 35·2
11. South Wales	− 32·3	− 37·8	33. Chester	+ 39·6	+ 36·7
12. York, East Riding	− 31·9	− 36·8	34. York, North Riding	+ 43·2	− 36·8
13. North Wales	− 30·0	− 32·3	35. Northampton	+ 57·9	+ 84·7
14. Durham	− 26·3	− 22·6	36. Nottingham	+ 58·4	+ 31·9
15. Cumberland	− 25·7	+ 10·6	37. York, West Riding	+ 67·8	+ 70·6
16. Cornwall	− 12·7	− 25·4	38. Buckingham	+ 69·0	+ 55·6
17. Northumberland	− 8·1	− 15·0	39. Wilts	+ 73·4	+ 40·7
18. Gloucester	− 5·1	− 2·5	40. Cambridge	+103·8	+ 39·3
19. Berks	− 3·3	+ 9·9	41. Leicester	+110·5	+104·2
20. Warwick	+ 0·1	+ 4·2	42. Herts	+112·5	+ 69·6
21. Sussex	+ 3·7	− ·3	43. Huntingdon	+115·1	+122·2
22. Lincoln	+ 3·9	− 6·9	44. Bedford	+147·8	+142·5

For the whole numbers, *see* Appendix IV. to the present Report.

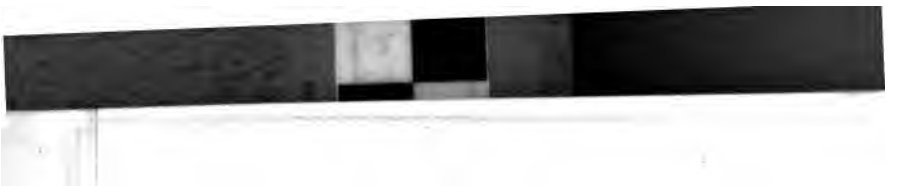
Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	
	1842.	1845.		1842.	1845.
33. Bedford	+15·1	+17·5	42. Norfolk	+47·2	+53·1
29. Berks	+ 9·1	+14·3	15. Northampton	− 5·4	−11·1
28. Bucks	+ 8·8	+ 2·6	20. Northumberland	+ 1·2	+ 8·1
26. Cambridge	+ 7·3	..	41. Nottingham	+46·8	+39·8
40. Chester	+40·3	+32·5	31. Oxford	+11·4	− ·1
3. Cornwall	−36·7	−27·8	19. Rutland	+ ·8	+ 9·3
44. Cumberland	+70·3	+57·9	39. Salop	+38·0	+49·7
35. Derby	+20·6	+18·1	13. Somerset	− 7·3	− 4·9
5. Devon	−24 2	−22·8	16. Southampton	− 4·6	−10·6
17. Dorset	− ·2	+ ·7	30. Stafford	+10·2	+ 9·7
9. Durham	−15·9	−11·2	34. Suffolk	+20·1	+20·7
8. Essex	−21·2	−19·1	2. Surrey	−48·0	−38·9
11. Gloucester	− 9·5	− 5·9	18. Sussex	+ ·6	+ ·4
43. Hereford	+58·3	+37·9	7. Warwick	−23·7	−19·8
23. Herts	+ 4·6	+ 5·7	38. Westmoreland	+37·8	+45·5
6. Hunts	−23·9	−18·9	27. Wilts	+ 8·5	+ 4·8
10. Kent	−13·0	−19·8	12. Worcester	− 7·3	− 7·9
37. Lancaster	+28·8	+16·6	21. York, East Riding	+ 1·9	+27·9
25. Leicester	+ 6·9	+23·0	36. ,, North Riding	+26·1	+ 4·6
14. Lincoln	− 6·5	− 3·1	24. ,, West Riding	+ 5·3	+ 3·9
1. Middlesex	−48 8	−44 4	32. North Wales	+12 3	+16·6
4. Monmouth	−31·3	−28·8	22. South Wales	+ 3·4	+14·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.		Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1842.	1845.		1842.	1845.
1. Middlesex	−48·8	−44·4	23. Herts	+ 4·6	+ 5·7
2. Surrey	−48·0	−38·9	24. York, West Riding	+ 5·3	+ 3·9
3. Cornwall	−36·7	−27·8	25. Leicester	+ 6·9	+23·0
4. Monmouth	−31·3	−28·8	26. Cambridge	+ 7·3	Average.
5. Devon	−24·2	−22·8	27. Wilts	+ 8·5	+ 4·8
6. Hunts	−23·9	−18·9	28. Bucks	+ 8·8	+ 2·6
7. Warwick	−23·7	−19·8	29. Berks	+ 9·1	+14·3
8. Essex	−21·2	−19·1	30. Stafford	+10·2	+ 9·7
9. Durham	−15·9	−11·2	31. Oxford	+11·4	+ ·1
10. Kent	−13·0	−19·8	32. North Wales	+12·3	+16·6
11. Gloucester	− 9·6	− 5·9	33. Bedford	+15·1	+17·5
12. Worcester	− 7·3	− 7·9	34. Suffolk	+20·1	+27·0
13. Somerset	− 7·3	− 4·9	35. Derby	+20·6	+18·1
14. Lincoln	− 6·5	− 3·1	36. York, North Riding	+26·1	+27·9
15. Northampton	− 5·4	−11·1	37. Lancaster	+28·8	+16·6
16. Southampton	− 4·6	−10·6	38. Westmoreland	+37·8	+45·5
17. Dorset	− ·2	+ ·7	39. Salop	+38·0	+49·7
18. Sussex	+ ·6	+ ·4	40. Chester	+40·3	+32·5
19. Rutland	+ ·8	+ 9·3	41. Nottingham	+46·8	+39·8
20. Northumberland	+ 1·2	+ 8·1	42. Norfolk	+47·2	+53·1
21. York, East Riding	+ 1·9	+ 4·6	43. Hereford	+58·3	+37·9
22. South Wales	+ 3·4	+14·8	44. Cumberland	+70·3	+57·9

For the whole numbers, *see* Appendix IV. to the present Report.



Counties in the order of their per Centages

Counties in the order of their per Centages below and above the Average	1842	1843	1844	Counties in the order of their per Centages below and above the Average	1842	1843	1844
Cumberland	55 0	53 4	59 1	27 Nottingham	1 1	48 1	— 20 2
North Wales	45 0	44 1	47 0	28 Sussex	9 1 4	19 1	— 14 1
Westmoreland	54 0	51 1	44 0	29 Huntingdon	34 0	34 0	+ 18 1
Northumberland	51 4	48 0	46 0	30 Warwick	10 2	18 0	— 11 0
Devon	51 0	44 0	50 0	31 South Wales	7 0	18 0	— 11 1
Cornwall	50 2	46 0	50 4	32 Southampton	15 0	5	— 8 5
Salop	54 0	49 1	51 7	33 Bedford	24 7	+ 46 4	— 3 3
Norfolk	50 0	50 0	52 0	34 Derby	1 8	— 0 0	— 9 0
Suffolk	50 0	50 0	53 0	35 Bucks	32 0	+ 57 0	— 7 7
Hereford	59 0	+ 2 0	51 0	36 Cambridge	25 2	+ 68 0	+ 0 0
Gloucester	54 0	51 0	50 0	37 Oxford	4 10	— 4 4	+ 10 1
Wales	54 7	50 0	54 0	38 Monmouth	4 35 0	— 17 0	+ 13 3
York, E. R.	1 1	52 0	54 0	39 Berks	+ 17 0	+ 5 4	+ 13 0
" N. R.	1 1	52 0	52 0	40 Leicester	+ 19 0	— 37 1	+ 29 5
" W. R.	1 1	52 0	54 0	41 Lancaster	+ 20 0	+ 4 0	+ 22 3
Salisbury	58 0	54 0	54 0	42 Southampton	+ 20 1	+ 0	+ 24 0
Kent	61 0	59 4	54 0	43 Chester	+ 23 1	— 23 0	+ 27 1
Essex	54 0	1 4	54 0	44 Worcester	+ 24 0	+ 55 1	+ 27 0
Surrey	51 7	1 0	54 0	45 Stafford	+ 100 3	— 11 0	+ 29 0
Lincoln	62 0	55 0	55 0	46 Somerset	+ 26 0	+ 52 0	+ 29 4
Wilts	57 0	1 0	56 0	47 Middlesex	+ 28 0	— 114 0	+ 29 0
Hants	60 1	1 0	56 0	48 Rutland	+ 42 0	+ 110 0	+ 72 7

For the whole numbers, see Appendix III. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	
	1844.	1845.
44. Bedford	+147·8	+142·5
19. Berks	− 3·3	+ 9·9
38. Bucks	+ 69·0	+ 55·6
40. Cambridge	+103·8	+ 39·3
33. Chester	+ 39·6	+ 36·7
16. Cornwall	− 12·7	− 25·4
15. Cumberland	− 25·7	+ 10·6
26. Derby	+ 9·5	− 16·3
5. Devon	− 54·3	− 54·3
29. Dorset	+ 26·1	+ 19·8
14. Durham	− 26·3	− 22·6
32. Essex	+ 38·6	+ 35·2
18. Gloucester	− 5·1	− 2·5
7. Hereford	− 45·9	− 68·7
42. Herts	+112·5	+ 69·6
43. Hunts	+115·1	+122·2
8. Kent	− 40·9	− 43·1
25. Lancaster	+ 7·8	+ 15·6
41. Leicester	+110·5	+104·2
22. Lincoln	+ 3·9	− 6·9
2. Middlesex	− 62·8	− 51·9
9. Monmouth	− 38·8	− 39·2
30. Norfolk	+ 28·9	+ 21·2
35. Northampton	+ 57·9	+ 84·7
17. Northumberland	− 8·1	− 15·0
36. Nottingham	+ 58·4	+ 31·9
24. Oxford	+ 7·8	+ 7·5
1. Rutland	− 67·3	− 14·0
6. Salop	− 46·7	− 51·6
23. Somerset	+ 6·5	+ 12·2
4. Southampton	− 60·1	− 40·9
31. Stafford	+ 34·0	+ 32·4
28. Suffolk	+ 17·3	+ 24·3
3. Surrey	− 61·6	− 64·7
21. Sussex	+ 3·7	− ·3
20. Warwick	+ ·1	+ 4·2
10. Westmoreland	− 38·1	− 43·8
39. Wilts	+ 73·4	+ 40·7
27. Worcester	+ 17·2	+ 34·5
12. York, East Riding	− 31·9	− 36·8
34. ,, North Riding	+ 43·2	− 30·0
37. ,, West Riding	+ 67·8	+ 70·6
13. North Wales	− 30·0	− 32·3
11. South Wales	− 32·3	− 37·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1844.	1845.
1. Rutland	− 67·3	− 14·0
2. Middlesex	− 62·8	− 51·9
3. Surrey	− 61·6	− 64·7
4. Southampton	− 60·1	− 40·9
5. Devon	− 54·3	− 54·3
6. Salop	− 46·7	− 51·6
7. Hereford	− 45·9	− 68·7
8. Kent	− 40·9	− 43·1
9. Monmouth	− 38·8	− 39·2
10. Westmoreland	− 38·1	− 43·8
11. South Wales	− 32·3	− 37·8
12. York, East Riding	− 31·9	− 30·0
13. North Wales	− 30·0	− 32·3
14. Durham	− 26·3	− 22·6
15. Cumberland	− 25·7	+ 10·6
16. Cornwall	− 12·7	− 25·4
17. Northumberland	− 8·1	− 15·0
18. Gloucester	− 5·1	− 2·5
19. Berks	− 3·3	+ 9·9
20. Warwick	+ ·1	+ 4·2
21. Sussex	+ 3·7	− ·3
22. Lincoln	+ 3·9	− 6·9
23. Somerset	+ 6·5	+ 12·2
24. Oxford	+ 7·8	+ 7·5
25. Lancaster	+ 7·8	+ 15·6
26. Derby	+ 9·5	− 16·3
27. Worcester	+ 17·2	+ 34·5
28. Suffolk	+ 17·3	+ 24·3
29. Dorset	+ 26·1	+ 19·8
30. Norfolk	+ 28·9	+ 21·2
31. Stafford	+ 34·0	+ 32·4
32. Essex	+ 38·6	+ 35·2
33. Chester	+ 39·6	+ 36·7
34. York, North Riding	+ 43·2	− 36·8
35. Northampton	+ 57·9	+ 84·7
36. Nottingham	+ 58·4	+ 31·9
37. York, West Riding	+ 67·8	+ 70·6
38. Buckingham	+ 69·0	+ 55·6
39. Wilts	+ 73·4	+ 40·7
40. Cambridge	+103·8	+ 39·3
41. Leicester	+110·5	+104·2
42. Herts	+112·5	+ 69·6
43. Huntingdon	+115·1	+122·2
44. Bedford	+147·8	+142·5

For the whole numbers, *see* Appendix IV. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	
	1842.	1845.
33. Bedford	+15·1	+17·5
29. Berks	+ 9·1	+14·3
28. Bucks	+ 8·8	+ 2·6
26. Cambridge	+ 7·3	..
40. Chester	+40·3	+32·5
3. Cornwall	−36·7	−27·8
44. Cumberland	+70·3	+57·9
35. Derby	+20·6	+18·1
5. Devon	−24 2	−22·8
17. Dorset	− ·2	+ ·7
9. Durham	−15·9	−11·2
6. Essex	−21·2	−19·1
11. Gloucester	− 9·5	− 5·9
43. Hereford	+58·3	+37·9
23. Herts	+ 4·6	+ 5·7
6. Hunts	−23·9	−18·9
10. Kent	−13·0	−19·8
37. Lancaster	+28·8	+16·6
25. Leicester	+ 6·9	+23·0
14. Lincoln	− 6·5	− 3·1
1. Middlesex	−48 8	−44 4
4. Monmouth	−31·3	−28·8
42. Norfolk	+47·2	+53·1
15. Northampton	− 5·4	−11·1
20. Northumberland	+ 1·2	+ 8·1
41. Nottingham	+46·8	+39·8
31. Oxford	+11·4	− ·1
19. Rutland	+ ·8	+ 9·3
39. Salop	+38·0	+49·7
13. Somerset	− 7·3	− 4·9
16. Southampton	− 4·6	−10·6
30. Stafford	+10·2	+ 9·7
34. Suffolk	+20·1	+20·7
2. Surrey	−48·0	−38·9
18. Sussex	+ ·6	+ ·4
7. Warwick	−23·7	−19·8
38. Westmoreland	+37·8	+45·5
27. Wilts	+ 8·5	+ 4·8
12. Worcester	− 7·3	− 7·9
21. York, East Riding	+ 1·9	+27·9
36. ,, North Riding	+26·1	+ 4·6
24. ,, West Riding	+ 5·3	+ 3·9
32. North Wales	+12 3	+16·6
22. South Wales	+ 3·4	+14·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1842.	1845.
1. Middlesex	−48·8	−44·4
2. Surrey	−48·0	−38·9
3. Cornwall	−36·7	−27·8
4. Monmouth	−31·3	−28·8
5. Devon	−24·2	−22·8
6. Hunts	−23·9	−18·9
7. Warwick	−23·7	−19·8
8. Essex	−21·2	−19·1
9. Durham	−15·9	−11·2
10. Kent	−13·0	−19·8
11. Gloucester	− 9·6	− 5·9
12. Worcester	− 7·3	− 7·9
13. Somerset	− 7·3	− 4·9
14. Lincoln	− 6·5	− 3·1
15. Northampton	− 5·4	−11·1
16. Southampton	− 4·6	−10·6
17. Dorset	− ·2	+ ·7
18. Sussex	+ ·6	+ ·4
19. Rutland	+ ·8	+ 9·3
20. Northumberland	+ 1·2	+ 8·1
21. York, East Riding	+ 1·9	+ 4·6
22. South Wales	+ 3·4	+14·8

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1842.	1845.
23. Herts	+ 4·6	+ 5·7
24. York, West Riding	+ 5·3	+ 3·9
25. Leicester	+ 6·9	+23·0
26. Cambridge	+ 7·3	Average.
27. Wilts	+ 8·5	+ 4·8
28. Bucks	+ 8·8	+ 2·6
29. Berks	+ 9·1	+14·3
30. Stafford	+10·2	+ 9·7
31. Oxford	+11·4	+ ·1
32. North Wales	+12·3	+16·6
33. Bedford	+15·1	+17·5
34. Suffolk	+20·1	+27·0
35. Derby	+20·6	+18·1
36. York, North Riding	+26·1	+27·9
37. Lancaster	+28·8	+16·6
38. Westmoreland	+37·8	+45·5
39. Salop	+38·0	+49·7
40. Chester	+40·3	+32·5
41. Nottingham	+46·8	+39·8
42. Norfolk	+47·2	+53·1
43. Hereford	+58·3	+37·9
44. Cumberland	+70·3	+57·9

For the whole numbers, *see* Appendix IV. to the present Report.

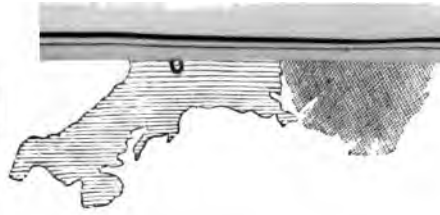
Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.			Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		
	1842-44	1845-47	1842-47		1842-44	1845-47	1842-47
40. Bedford	+69·4	+23·6	+48·8	44. Norfolk	+42·5	+80·5	+57·7
17. Berks	− 2·5	−23 4	−11·9	21. Northampton	−12·9	+ 7·5	− 3·7
39. Bucks	+45·3	+45·6	+45·6	16. Northumberland	−18·5	− 5·8	−12·8
38. Cambridge	+15·4	+74·8	+40·5	9. Nottingham	−27·3	−20·1	−24·1
43. Chester	+71·2	+38·9	+56·6	18. Oxford	−21·5	+ 8·0	− 8·4
2. Cornwall	−30·9	−35·9	−44·1	32. Rutland	+24·8	..	+14·0
1. Cumberland	−57·2	−42·6	−50·8	19. Salop	+15·3	−54·7	− 6·9
7. Derby	−25·3	−40·5	−32·2	35. Somerset	+49·0	+ 4·7	+29·4
13. Devon	−29·6	− 9·5	−20·6	27. Southampton	+ 7·2	− 4·7	+ 1·9
25. Dorset	−26·2	+34·2	+ ·9	42. Stafford	+89·2	+15·3	+55·1
24. Durham	+ 1·9	− 4·4	− 1·0	36. Suffolk	+39·5	+26·9	+33·9
37. Essex	+42·2	+36·8	+39·8	14. Surrey	−23·4	− 7·5	−16·2
30. Gloucester	+ 9·4	+13·2	+11·1	4. Sussex	−39·3	−42·3	−40·6
15. Hereford	−38·4	+13·3	−15·7	20. Warwick	+ 4·2	−16·3	− 5·2
31. Herts	− 1·3	+27·9	+11·8	5. Westmoreland	−77·0	+ 7·3	−39·9
8. Huntingdon	− 3·6	−63·3	−30·3	34. Wilts	+ 5·9	+49·6	+25·3
28. Kent	+20·7	−19·8	+ 2·5	41. Worcester	+41·0	+65·0	+51·7
22. Lancaster	− 7·9	+ 1·8	− 3·4	10. York, East Riding	−30·3	−16·2	−23·9
33. Leicester	+35·2	− 3·0	+18·0	12. ,, North Riding	−30·3	−14·6	−23·2
3. Lincoln	−35·0	−51·2	−42·4	11. ,, West Riding	−30·2	−16·0	−23·7
23. Middlesex	−14·3	+13·3	− 1·9	6. North Wales	−34·8	−32·1	−33·6
26. Monmouth	− 2 6	+ 5·9	+ 1·4	29. South Wales	+33·8	−33·7	+ 3·0

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.			Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.		
	1842-44	1845-47	1842-47		1842-44	1845-47	1842-47
1. Cumberland	−57·2	−42·6	−50·8	23. Middlesex	−14·3	+13·3	− 1·9
2. Cornwall	−30·9	−35·9	−44·1	24. Durham	+ 1·9	− 4·4	− 1·0
3. Lincoln	−35·0	−51·2	−42·4	25. Dorset	−26·2	+34·2	+ ·9
4. Sussex	−39·3	−42·3	−40·6	26. Monmouth	− 2·6	+ 5·9	+ 1·4
5. Westmoreland	−77·0	+ 7·3	−39·9	27. Southampton	− 7·2	− 4·7	+ 1·9
6. North Wales	−34·8	−32·1	−33·6	28. Kent	+20·7	−19·8	+ 2·5
7. Derby	−25·3	−40·5	−32·2	29. South Wales	+33·8	−33·7	+ 3·0
8. Huntingdon	− 3·6	−63·3	−30·3	30. Gloucester	+ 9·4	+13·2	+11·1
9. Nottingham	−27·3	−20·1	−24·1	31. Herts	− 1·3	+27·9	+11·8
10. York, East Riding	−30·3	−16·2	−23·9	32. Rutland	+24·8	..	+14·0
11. ,, West Riding	−30·2	−16·0	−23·7	33. Leicester	+35·2	− 3·0	+18·0
12. ,, North Riding	−30·3	−14·6	−23·2	34. Wilts	+ 5·9	+49·6	+25·3
13. Devon	−29·6	− 9·5	−20·6	35. Somerset	+49·0	+ 4·7	+29·4
14. Surrey	−23·4	− 7·5	−16·2	36. Suffolk	+39·5	+26·9	+33·9
15. Hereford	−38·4	+13·3	−15·7	37. Essex	+42·2	+36·8	+39·8
16. Northumberland	−18·5	− 5·8	−12·8	38. Cambridge	+15·4	+74·8	+40·5
17. Berks	− 2·5	−23·4	−11·9	39. Bucks	+45·3	+45·6	+45·6
18. Oxford	−21·5	+ 8·0	− 8·4	40. Bedford	+69·4	+23·6	+48·8
19. Salop	+15·3	−54·7	− 6·9	41. Worcester	+41·0	+65·0	+51·7
20. Warwick	+ 4·2	−16·3	− 5·2	42. Stafford	+89·2	+15·3	+55·1
21. Northampton	−12·9	+ 7·5	− 3·7	43. Chester	+71·2	+38·9	+56·6
22. Lancaster	− 7·9	+ 1·8	− 3·4	44. Norfolk	+42·5	+80·5	+57·7

For the whole numbers, *see* Appendix III. to the present Report.



Counties in their Alphabetical Order.				*Counties in the order of their per Centages.*			
Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages above and below the Average.	Proportion per Cent. above and below the Average.
29. Bedford	+13·0	38. Norfolk	+12·2	1. Durham	−62·4	23. Kent	− 1·3
33. Berks	+17·8	16. Northampton	−10·9	2. Northumberland	−62·0	24. Dorset	+ 1·0
41. Bucks	+43·5	2. Northumberland	−62·0	3. Cumberland	−60·3	25. Suffolk	+ 2·8
19. Cambridge	− 6·5	15. Nottingham	−17·0	4. North Wales	−60·0	26. Sussex	+ 4·7
28. Chester	+10·6	35. Oxford	+18·6	5. South Wales	−57·6	27. Leicester	+ 7·3
6. Cornwall	−50·0	17. Rutland	−10·9	6. Cornwall	−50·0	28. Chester	+10·6
3. Cumberland	−60·3	12. Salop	−29·6	7. Derby	−49·8	29. Bedford	+13·0
7. Derby	−49·8	36. Somerset	+18·6	8. York, North Riding	−40·2	30. Surrey	+13·7
21. Devon	− 4·1	39. Southampton	+22·2	9. ,, West Riding	−40·0	31. Hereford	+13·8
24. Dorset	−27·1	18. Stafford	− 7·8	10. ,, East Riding	−39·9	32. Wilts	+17·4
1. Durham	−62·4	25. Suffolk	+ 2·8	11. Westmoreland	−39·3	33. Berks	+17·8
37. Essex	+21·7	30. Surrey	+13·7	12. Salop	−29·6	34. Herts	+18·3
42. Gloucester	+56·2	26. Sussex	+ 4·7	13. Lincoln	−23·7	35. Oxford	+18·6
31. Hereford	+13·8	40. Warwick	+34·4	14. Monmouth	−19·4	36. Somerset	+18·6
34. Herts	+18·3	11. Westmoreland	−40·2	15. Nottingham	−17·0	37. Essex	+21·7
20. Huntingdon	+ 5·7	32. Wilts	+17·4	16. Northumberland	−10·9	38. Norfolk	+21·7
23. Kent	− 1·3	43. Worcester	+57·9	17. Rutland	−10·9	39. Southampton	+22·2
22. Lancaster	− 2·2	10. York, East Riding	−39·9	18. Stafford	− 7·8	40. Warwick	+34·4
27. Leicester	+ 7·3	8. ,, North Riding	−40·2	19. Cambridge	− 6·5	41. Bucks	+43·5
13. Lincoln	−23·7	9. ,, West Riding	−40·0	20. Huntingdon	− 5·7	42. Gloucester	+56·2
44. Middlesex	+71·4	4. North Wales	−57·6	21. Devon	− 4·1	43. Worcester	+57·9
14. Monmouth	−19·4	5. South Wales	−60·0	22. Lancaster	− 2·2	44. Middlesex	+71·4

For the whole numbers, *see* Appendix III. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.		
	1842-3-4	1845-6-7	1842-47
29. Bedford . .	− 34·7	+ 42·4	− 3·9
35. Berks . . .	+ 17·0	+ 8·4	+13·6
31. Bucks . . .	− 37·9	+ 57·0	− ·7
32. Cambridge .	− 35·0	+ 68·8	+ 6·8
39. Chester . .	+ 29·7	+ 23·2	+27·1
22. Cornwall .	− 35·7	+ 2·0	−20·5
1. Cumberland	− 65·0	− 33·4	−52·7
30. Derby . . .	+ ·2	− 8·0	− 3·0
19. Devon . . .	− 41·0	+ ·3	−23·6
18. Dorset . . .	− 44·3	+ 7·3	−23·8
16. Durham . .	− 15·6	− 36·7	−24·2
5. Essex . . .	− 35·6	− 47·8	−40·5
11. Gloucester .	− 15·9	− 47·8	−28·6
10. Hereford . .	− 52·2	+ 3·0	−30·8
21. Herts . . .	− 37·0	+ 4·3	−20·6
25. Huntingdon	− 44·6	+ 34·6	−13·1
17. Kent . . .	− 27·5	− 19·3	−24·2
37. Lancaster .	+ 36·5	+ 4·8	+23·5
36. Leicester .	+ 12·5	+ 37·7	+22·5
6. Lincoln . .	− 39·5	− 39·3	−39·4
43. Middlesex .	+ 39·5	+114·8	+69·6
34. Monmouth	+ 35·6	− 17·6	+13·3
7. Norfolk	− 34·3	− 43·1	−37·7
38. Northampton .	+ 40·7	− ·9	+24·2
4. Northumberland	− 41·4	− 39·5	−40·6
23. Nottingham . .	− 1·7	− 48·1	−20·2
33. Oxford	+ 19·5	− 4·4	+10·1
44. Rutland	+ 43·8	+119·2	+73·7
8. Salop	− 20·3	− 58·4	−35·2
42. Somerset . . .	+ 69·2	+ 52·0	+62·4
28. Southampton .	− 15·5	− ·5	− 9·5
41. Stafford	+109·3	− 10·0	+39·0
9. Suffolk	− 40·8	− 20·9	−33·0
12. Surrey	− 34·1	− 12·9	−25·5
24. Sussex	− 31·4	+ 12·1	−14·1
26. Warwick . . .	− 10·3	− 13·6	−11·6
3. Westmoreland .	− 54·2	− 27·7	−43·9
20. Wilts	− 25·3	− 17·3	−22·2
40. Worcester . . .	+ 24·0	+ 33·1	+27·6
13. York, E. R. . .	− 7·2	− 52·6	−25·4
15. ,, N. R. . .	− 7·1	− 52·1	−25·2
14. ,, W. R. . .	− 7·7	− 52·5	−25·3
2. North Wales . .	− 48·6	− 44·7	−47·0
27. South Wales . .	− 7·3	− 16·8	−11·1

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. above and below the Average.		
	1842-3-4	1845-6-7	1842-47
1. Cumberland . .	− 65·0	− 33·4	−52·7
2. North Wales . .	− 48·6	− 44·7	−47·0
3. Westmoreland .	− 54·2	− 27·7	−43·9
4. Northumberland	− 41·4	− 39·5	−40·6
5. Essex	− 35·6	− 47·8	−40·5
6. Lincoln	− 39·5	− 39·3	−39·4
7. Norfolk	− 34·3	− 43·1	−37·7
8. Salop	− 20·3	− 58·4	−35·2
9. Suffolk	− 40·8	− 20·9	−33·0
10. Hereford . . .	− 52·2	+ 3·0	−30·8
11. Gloucester . . .	− 15·9	− 47·8	−28·6
12. Surrey	− 34·1	− 12·9	−25·5
13. York, E. R. . .	− 7·2	− 52·6	−25·4
14. ,, W. R. . .	− 7·7	− 52·5	−25·3
15. ,, N. R. . .	− 7·1	− 52·1	−25·2
16. Durham	− 15·6	− 36·7	−24·2
17. Kent	− 27·5	− 19·3	−24·2
18. Dorset	− 44·3	+ 7·3	−23·8
19. Devon	− 41·0	+ ·3	−23·6
20. Wilts	− 25·3	− 17·3	−22·2
21. Herts	− 37·0	+ 4·3	−20·6
22. Cornwall . . .	− 35·7	+ 2·0	−20·5
23. Nottingham . .	− 1·7	− 48·1	−20·2
24. Sussex	− 31·4	− 12·1	−14·1
25. Huntingdon . .	− 44·6	+ 34·6	−13·1
26. Warwick . . .	− 10·3	− 13·6	−11·6
27. South Wales . .	− 7·3	− 16·8	−11·1
28. Southampton .	− 15·5	− ·5	− 9·5
29. Bedford	− 34·7	+ 42·4	− 3·9
30. Derby	+ ·2	− 8·0	− 3·0
31. Bucks	− 37·9	+ 57·0	− ·7
32. Cambridge . . .	− 35·0	+ 68·8	+ 6·8
33. Oxford	+ 19·5	− 4·4	+10·1
34. Monmouth . .	+ 35·6	− 17·6	+13·3
35. Berks	+ 17·0	+ 8·4	+13·6
36. Leicester . . .	+ 12·5	− 37·7	+22·5
37. Lancaster . . .	+ 36·5	+ 4·8	+23·5
38. Northampton .	+ 40·7	+ ·9	+24·2
39. Chester	+ 29·7	− 23·2	+27·1
40. Worcester . . .	+ 24·0	+ 33·1	+27·6
41. Stafford	+109·3	− 10·0	+39·0
42. Somerset . . .	+ 69·2	+ 52·0	+62·4
43. Middlesex . . .	+ 39·5	−114·8	+69·6
44. Rutland	+ 43·8	+119·2	+73·7

For the whole numbers, *see* Appendix III. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average. 1844.	1845.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average. 1844.	1845.
44. Bedford	+147·8	+142·5	30. Norfolk	+ 28·9	+ 21·2
19. Berks	− 3·3	+ 9·9	35. Northampton	+ 57·9	+ 84·7
38. Bucks	+ 69·0	+ 55·6	17. Northumberland	− 8·1	− 15·0
40. Cambridge	+103·8	+ 39·3	36. Nottingham	+ 58·4	+ 31·9
33. Chester	+ 39·6	+ 36·7	24. Oxford	+ 7·8	+ 7·5
16. Cornwall	− 12·7	− 25·4	1. Rutland	− 67·3	− 14·0
15. Cumberland	− 25·7	+ 10·6	6. Salop	− 46·7	− 51·6
26. Derby	+ 9·5	− 16·3	23. Somerset	+ 6·5	+ 12·2
5. Devon	− 54·3	− 54·3	4. Southampton	− 60·1	− 40·9
29. Dorset	+ 26·1	+ 19·8	31. Stafford	+ 34·0	+ 32·4
14. Durham	− 26·3	− 22·6	28. Suffolk	+ 17·3	+ 24·3
32. Essex	+ 38·6	+ 35·2	3. Surrey	− 61·6	− 64·7
18. Gloucester	− 5·1	− 2·5	21. Sussex	+ 3·7	− ·3
7. Hereford	− 45·9	− 68·7	20. Warwick	+ ·1	+ 4·2
42. Herts	+112·5	+ 69·6	10. Westmoreland	− 38·1	− 43·8
43. Hunts	+115·1	+122·2	39. Wilts	+ 73·4	+ 40·7
8. Kent	− 40·9	− 43·1	27. Worcester	+ 17·2	+ 34·5
25. Lancaster	+ 7·8	+ 15·6	12. York, East Riding	− 31·9	− 36·8
41. Leicester	+110·5	+104·2	34. ,, North Riding	+ 43·2	− 30·0
22. Lincoln	+ 3·9	− 6·9	37. ,, West Riding	+ 67·8	+ 70·6
2. Middlesex	− 62·8	− 51·9	13. North Wales	− 30·0	− 32·3
9. Monmouth	− 38·8	− 39·2	11. South Wales	− 32·3	− 37·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average. 1844.	1845.	Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average. 1844.	1845.
1. Rutland	− 67·3	− 14·0	23. Somerset	+ 6·5	+ 12·2
2. Middlesex	− 62·8	− 51·9	24. Oxford	+ 7·8	+ 7·5
3. Surrey	− 61·6	− 64·7	25. Lancaster	+ 7·8	+ 15·6
4. Southampton	− 60·1	− 40·9	26. Derby	+ 9·5	− 16·3
5. Devon	− 54·3	− 54·3	27. Worcester	+ 17·2	+ 34·5
6. Salop	− 46·7	− 51·6	28. Suffolk	+ 17·3	+ 24·3
7. Hereford	− 45·9	− 68·7	29. Dorset	+ 26·1	+ 19·8
8. Kent	− 40·9	− 43·1	30. Norfolk	+ 28·9	+ 21·2
9. Monmouth	− 38·8	− 39·2	31. Stafford	+ 34·0	+ 32·4
10. Westmoreland	− 38·1	− 43·8	32. Essex	+ 38·6	+ 35·2
11. South Wales	− 32·3	− 37·8	33. Chester	+ 39·6	+ 36·7
12. York, East Riding	− 31·9	− 30·0	34. York, North Riding	+ 43·2	− 36·8
13. North Wales	− 30·0	− 32·3	35. Northampton	+ 57·9	+ 84·7
14. Durham	− 26·3	− 22·6	36. Nottingham	+ 58·4	+ 31·9
15. Cumberland	− 25·7	+ 10·6	37. York, West Riding	+ 67·8	+ 70·6
16. Cornwall	− 12·7	− 25·4	38. Buckingham	+ 69·0	+ 55·6
17. Northumberland	− 8·1	− 15·0	39. Wilts	+ 73·4	+ 40·7
18. Gloucester	− 5·1	− 2·5	40. Cambridge	+103·8	+ 39·3
19. Berks	− 3·3	+ 9·9	41. Leicester	+110·5	+104·2
20. Warwick	+ ·1	+ 4·2	42. Herts	+112·5	+ 69·6
21. Sussex	+ 3·7	− ·3	43. Huntingdon	+115·1	+122·2
22. Lincoln	+ 3·9	− 6·9	44. Bedford	+147·8	+142·5

For the whole numbers, *see* Appendix IV. to the present Report.

Counties in their Alphabetical Order.

Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	
	1842.	1845.
33. Bedford	+15·1	+17·5
29. Berks	+ 9·1	+14·3
28. Bucks	+ 8·8	+ 2·6
26. Cambridge	+ 7·3	..
40. Chester	+40·3	+32·5
3. Cornwall	−36·7	−27·8
44. Cumberland	+70·3	+57·9
35. Derby	+20·6	+18·1
5. Devon	−24·2	−22·8
17. Dorset	− ·2	+ ·7
9. Durham	−15·9	−11·2
8. Essex	−21·2	−19·1
11. Gloucester	− 9·5	− 5·9
43. Hereford	+58·3	+37·9
23. Herts	+ 4·6	+ 5·7
6. Hunts	−23·9	−18·9
10. Kent	−13·0	−19·8
37. Lancaster	+28·8	+16·6
25. Leicester	+ 6·9	+23·0
14. Lincoln	− 6·5	− 3·1
1. Middlesex	−48·8	−44·4
4. Monmouth	−31·3	−28·8
42. Norfolk	+47·2	+53·1
15. Northampton	− 5·4	−11·1
20. Northumberland	+ 1·2	+ 8·1
41. Nottingham	+46·8	+39·8
31. Oxford	+11·4	− ·1
19. Rutland	+ ·8	+ 9·3
39. Salop	+38·0	+49 7
13. Somerset	− 7·3	− 4·9
16. Southampton	− 4·6	−10·6
30. Stafford	+10·2	+ 9·7
34. Suffolk	+20·1	+20·7
2. Surrey	−48·0	−38·9
18. Sussex	+ ·6	+ ·4
7. Warwick	−23·7	−19·8
38. Westmoreland	+37·8	+45·5
27. Wilts	+ 8·5	+ 4·8
12. Worcester	− 7·3	− 7·9
21. York, East Riding	+ 1·9	+27·9
36. ,, North Riding	+26·1	+ 4·6
24. ,, West Riding	+ 5·3	+ 3·9
32. North Wales	+12 3	+16·6
22. South Wales	+ 3·4	+14·8

Counties in the order of their per Centages.

Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	
	1842.	1845.
1. Middlesex	−48·8	−44·4
2. Surrey	−48·0	−38·9
3. Cornwall	−36·7	−27·8
4. Monmouth	−31·3	−28·8
5. Devon	−24·2	−22·8
6. Hunts	−23·9	−18·9
7. Warwick	−23·7	−19·8
8. Essex	−21·2	−19·1
9. Durham	−15·9	−11·2
10. Kent	−13·0	−19·8
11. Gloucester	− 9·6	− 5·9
12. Worcester	− 7·3	− 7·9
13. Somerset	− 7·3	− 4·9
14. Lincoln	− 6·5	− 3·1
15. Northampton	− 5·4	−11·1
16. Southampton	− 4·6	−10·6
17. Dorset	− ·2	+ ·7
18. Sussex	+ ·6	+ ·4
19. Rutland	+ ·8	+ 9·3
20. Northumberland	+ 1·2	+ 8·1
21. York, East Riding	+ 1·9	+ 4·6
22. South Wales	+ 3·4	+14·8
23. Herts	+ 4·6	+ 5·7
24. York, West Riding	+ 5·3	+ 3·9
25. Leicester	+ 6·9	+23·0
26. Cambridge	+ 7·3	Average.
27. Wilts	+ 8·5	+ 4·8
28. Bucks	+ 8·8	+ 2·6
29. Berks	+ 9·1	+14·3
30. Stafford	+10·2	+ 9·7
31. Oxford	+11·4	+ ·1
32. North Wales	+12·3	+16·6
33. Bedford	+15·1	+17·5
34. Suffolk	+20·1	+27·0
35. Derby	+20·6	+18·1
36. York, North Riding	+26·1	+27·9
37. Lancaster	+28·8	+16·6
38. Westmoreland	+37·8	+45·5
39. Salop	+38·0	+49·7
40. Chester	+40·3	+32·5
41. Nottingham	+46·8	+39·8
42. Norfolk	+47·2	+53·1
43. Hereford	+58·3	+37·9
44. Cumberland	+70·3	+57·9

For the whole numbers, *see* Appendix IV. to the present Report.

Counties in their Alphabetical Order.				*Counties in the order of their per Centages.*			
Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in their Alphabetical Order.	Proportion per Cent. above and below the Average.	Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.	Counties in the order of their per Centages below and above the Average.	Proportion per Cent. below and above the Average.
34. Bedford	+26·9	37. Norfolk	+29·6	1. Derby	−44·4	23. Hereford	+ 1·5
30. Berks	+19·0	31. Northampton . . .	+20·1	2. Monmouth	−32·4	24. Salop	+ 2·9
42. Bucks	+49·7	20. Northumberland . .	− 1·0	3. Cumberland	−31·1	25. Rutland	+ 3·5
35. Cambridge	+27·5	6. Nottingham	−26·0	4. Chester	−30·0	26. Huntingdon	+ 8·9
4. Chester	−30·0	41. Oxford	+46·9	5. Cornwall	−29·2	27. Herts	+17·5
5. Cornwall	−29·2	25. Rutland	+ 3·5	6. Nottingham	−26·0	28. Leicester	+18·1
3. Cumberland	−31·1	24. Salop	+ 2·9	7. Stafford	−25·8	29. Westmoreland . . .	+18·9
1. Derby	−44·4	33. Somerset	+25·8	8. Warwick	−23·9	30. Berks	+19·0
21. Devon	+ ·8	32. Southampton . . .	+22·2	9. York, West Riding .	−19·6	31. Northampton . . .	+20·1
40. Dorset	+43·0	7. Stafford	−25·8	10. Lincoln	−19·2	32. Southampton . . .	+22·2
15. Durham	−11·9	38. Suffolk	+36·2	11. Lancaster	−14·5	33. Somerset	+25·8
43. Essex	+50·0	12. Surrey	−13·3	12. Surrey	−13·3	34. Bedford	+26·9
19. Gloucester	− 3.0	39. Sussex	+43·0	13. Worcester	−12·2	35. Cambridge	+27·5
23. Hereford	+ 1·5	8. Warwick	−23 9	14. Middlesex	−12·0	36. North Wales	+28·8
27. Herts	+17·5	29. Westmoreland . . .	+18·9	15. Durham	−11·9	37. Norfolk	+29·6
26. Hunts	+ 8·9	44. Wilts	+67·7	16. York, North Riding	−10·6	38. Suffolk	+36·2
22. Kent	+ 1·1	13. Worcester	−12·2	17. ,, East Riding .	− 8·4	39. Sussex	+43·0
11. Lancaster	−14·5	17. York, East Riding .	− 8·4	18. South Wales	− 6·5	40. Dorset	+43·0
28. Leicester	+18·1	16. ,, North Riding .	−10·6	19. Gloucester	− 3·0	41. Oxford	+46·9
10. Lincoln	−19·2	9. ,, West Riding .	−19·6	20. Northumberland . .	− 1·0	42. Bucks	+49·7
14. Middlesex	−12·0	36. North Wales	+28·8	21. Devon	+ ·8	43. Essex	+50·0
2. Monmouth	−32·4	18. South Wales	− 6·5	22. Kent	+ 1·1	44. Wilts	+67·7

For the whole numbers, *see* Minutes of 1846, Vol. II., p. 242, *et seq.*

APPENDIX.

Appendix I.

Summary and Comparison of the Relative Excess or Deficiency of each Social Element subject to Investigation in each of the following Four Great Groups of Counties.

I. Least Instructed Districts.
- *Least Instructed Counties.*—Suffolk, Cambridge, Norfolk, Essex, Huntingdon, Bedford, Bucks, Herts, North Wales, South Wales, Monmouthshire, Cheshire, Lancashire, West Riding of York, Staffordshire, and Worcestershire.
- *Most Instructed Counties.*—Wilts, Oxford, Berks, Somerset, Cornwall, Derby, Gloucester, Warwick, Leicester, and Nottingham.

II. Most Instructed Districts.
- *Least Instructed Counties.*—Sussex, Hants, Dorset, Hereford, Salop, Westmoreland, North Riding of York, and Durham.
- *Most Instructed Counties.*—Kent, Devon, Middlesex, Surrey, Lincoln, Northampton, Rutland, Cumberland, East Riding and City of York, and Northumberland.

SUBJECTS OF INVESTIGATION.		Commitments in Least Instructed Districts.		Commitments in Most Instructed Districts.		Difference between the Least of the Least Instructed and the Most of the Most Instructed Counties.		Difference between the Least of the Most Instructed and the Most of the Least Instructed Counties.		Difference between the Least of the Least Instructed and the Least of the Most Instructed Counties.		Difference between the Most of the Least Instructed and the Most of the Most Instructed Counties.	
		Per Centage of Actual above and below the Average in the Least Instructed Counties.	Per Centage of Actual above and below the Average in the Most Instructed Counties.	Per Centage of Actual above and below the Average in the Least Instructed Counties.	Per Centage of Actual above and below the Average in the Most Instructed Counties.	In favour of the Least.	In favour of the Most.	In favour of the Least.	In favour of the Most.	In favour of the Least.	In favour of the Most.	In favour of the Least.	In favour of the Most.
I. Indices to Moral Influences.													
1. Inhabitants to 100 Acres	1841	+ 4·5	− ·2	−36·7	+20·3	15·8	..	..	36·5	..	41·2	20·1	..
2. Real Property	1842	−10·1	+ 1·8	− 0·3	+14·1	..	24·2	2·1	..	..	9·8	..	12·3
3. Persons of Independent Means	1841	−24·6	− 5·0	+ 4·4	+38·6	..	63·2	..	9·4	..	29·0	..	43·6
4. Signatures by Marks to the Marriage Registers	1844	+27·7	+ 3·5	− 9·6	−40·1	..	67·8	..	13·1	..	37·3	..	43·5
II. Indices to Moral Results.													
1. Improvident Marriages	1844	+27·5	+20·1	−24·9	−44·7	..	72·2	..	45·0	..	52·4	..	64·8
2. Improvident Marriages	1845	+27·8	+13·1	−27·1	−39·8	..	67·6	..	40·2	..	54·9	..	52·9
3. Bastards	1842	+14·4	− 1·7	+ 7·8	−25·4	..	39·8	9·5	..	..	6·6	..	23·7
4. Bastards	1845	+12·2	+ 0·7	+ 7·5	−23·4	..	35·6	6·8	..	..	4·7	..	24·1
5. Improvident Marriages and Bastardy combined	1845	+14·5	+ 2·7	+ 3·0	−26·3	..	40·8	0·3	..	..	11·5	..	29·0
6. Paupers Relieved	1844	− 0·4	+ 3·3	+11·6	− 7·4	..	7·0	8·3	..	11·6	..	..	10·7
7. Savings in Banks	1844	−29·1	+ 1·9	+ 2·2	+41·5	..	70·6	..	0·3	..	31·3	..	39·6
8. Criminal Commitments	1842-3-4	− ·2	+13·9	−14·0	− 3·0	..	2·8	..	27·9	..	13·8	..	16·9
9. Criminals unable to Read or Write	1842-3-4	+12·0	− 1·8	+ 3·5	−18·4	..	30·4	5·3	..	..	8·5	..	16·6

10. Criminal Commitments . . 1845-6-7	− 9·3	+ 6·2	− 16·4	+16·6	25·9	..	..	22·6	..	7·1	10·4	..
11. Criminals unable to Read or Write 1845-6-7	+10·3	− 3·0	+ 6·9	−12·5	..	22·8	9·9	..	..	3·4	..	9·5
12. Total Commitments, exclusive of Assaults, Simple Larceny, and Riot, &c. 1845-6-7	− 9·7	− 4·1	−30·5	+24·8	34·5	..	..	26·4	..	20·8	28·9	..
III. *Criminal Commitments*, 1845-6-7, *Classified in Detail.*												
1. Assaults	−23·9	− 8·6	−15·7	+48·5	72·4	..	..	7·1	8·2	..	57·1	..
2. More Serious Offences against the Person	+ 6·2	−10·3	−10·6	+ 1·4	..	4·8	..	0·3	..	16·8	11·7	..
3. Total Offences against the Person. . .	− 9·9	− 9·6	−13·3	+26·7	36·6	..	..	3·7	..	3·4	36·3	..
4. Offences against Property with Violence .	+ 7·1	+ 6·7	− 7·4	−12·4	..	19·5	..	14·1	..	14·5	..	19·1
5. Simple Larceny	− 8·3	+14·1	− 6·6	+ 6·4	14·7	..	..	20·7	1·7	..	..	7·7
6. Residue against Property without Violence	−18·7	− 4·3	−42·1	+48·1	66·8	..	..	37·8	..	23·4	52·4	..
7. Total Offences against Property without Violence	−11·3	+ 8·8	−16·7	+18·3	29·6	..	..	25·5	..	5·4	9·5	..
8. Malicious Offences against Property . .	+26·7	+17·9	−14·1	−47·1	..	73·8	..	32·0	..	40·8	..	65·0
9. Forgery and Offences against Currency .	−23·5	−23·2	−37·4	+67·1	90·6	..	..	12·2	..	14·9	92·3	..
10. Total Offences against Property . . .	− 9·7	+ 8·1	−16·5	+16·2	25·9	..	..	24·6	..	6·8	8·1	..
11. Riot, Breach of the Peace, and Pound Breach	+14·0	+20·2	−30·4	−22·6	..	36·6	..	50·6	..	44·4	..	42·8
12. Poaching	− 3·8	+40·3	+39·8	−35·5	..	31·7	..	0·5	43·6	..	..	75·8
13. Other Miscellaneous Offences	− 1·0	−44·9	−51·5	+50·1	0·7	..	..	32·7	..	46·8	13·4	..
14. Total Miscellaneous Offences	+ 6·0	+ 1·5	−25·5	+ 0·1	..	5·9	..	27·0	..	31·5	..	1·4
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*												
1. Serious Offences against the Person, and Malicious Offences against Property . . . 1842-3-4	+14·5	− ·5	−13·4	−17·0	..	31·5	..	13·9	..	27·9	..	17·5
1845-6-7	+ 9·4	− 6·2	−10·9	− 6·4	..	15·8	..	4·7	..	20·3	..	0·2
1842-7	+12·2	− 2·5	−12·3	−12·2	..	24·4	..	9·8	..	24·5	..	9·7
2. Offences of all kinds against Property, exclusive of the Malicious 1842-3-4	− 2·4	+16·2	−13·9	− ·8	1·6	..	..	30·1	..	11·5	..	17·0
1845-6-7	−10·0	+ 8·0	−16·4	+16·8	26·8	..	..	24·4	..	6·4	8·8	..
1842-7	− 6·2	+12·4	−15·1	+ 7·4	13·6	..	..	27·5	..	8·9	..	5·0
3. Assaults and Miscellaneous Offences 1842-3-4	+ 7·8	+ 2·1	−24·0	− 4·3	..	12·1	..	26·1	..	31·8	..	6·4
1845-6-7	−11·9	− 4·9	−19·6	+29·0	40·0	..	..	14·7	..	7·7	33·9	..
1842-7	− ·1	..	−22·2	+ 8·8	8·9	..	..	22·2	..	22·3	8·8	..
V. *Total Commitments in Six Years*, 1842-7	− 4·8	+10·3	−15·2	+ 6·6	11·2	..	..	25·5	..	10·4	..	3·7

APPENDIX I.—*continued.*

SUBJECTS OF INVESTIGATION.		Difference between the Least and the Most Instructed Counties of the Least Instructed Districts.		Difference between the Least and the Most Instructed Counties of the Most Instructed Districts.		Commitments in all England and Wales.		Difference between the Least and the Most Instructed Counties of all the several Districts.		Commitments in all England and Wales.		Difference between the Least and the Most Instructed Districts.	
		In favour of the Least.	In favour of the Most.	In favour of the Least.	In favour of the Most.	Per Centage of Actual above and below the Average in the Least Instructed Counties in the several Districts.	Per Centage of Actual above and below the Average in the Most Instructed Counties in the several Districts.	In favour of the Least.	In favour of the Most.	Per Centage of Actual above and below the Average in the Least Instructed Districts.	Per Centage of Actual above and below the Average in the Most Instructed Districts.	In favour of the Least.	In favour of the Most.
I. Indices to Moral Influences.													
1. Inhabitants to 100 Acres	1841	..	4·7	37·0	..	− 7·9	+11·3	19·2	..	+ 3·0	− 4·0	..	7·0
2. Real Property	1842	..	11·9	..	14·4	− 8·1	+ 9·2	..	17·3	− 6·4	+10·0	..	16·4
3. Persons of Independent Means	1841	..	19·6	..	34·2	−18·6	+21·3	..	39·9	−18·7	+28·9	..	47·6
4. Signatures by Marks to the Marriage Registers	1844	..	24·2	..	30·5	+20·9	−24·3	..	45·2	+21·0	−32·5	..	53·5
II. Indices to Moral Results.													
1. Improvident Marriages	1844	..	7·4	..	19·8	+18·2	−21·2	..	39·4	+25·3	−39·9	..	65·2
2. Improvident Marriages	1845	..	14·7	..	12·7	+17·8	−21·0	..	38·8	+21·2	−36·6	..	57·8
3. Bastards	1842	..	16·1	..	33·2	+13·2	−16·1	..	29·3	+ 9·9	−16·5	..	26·4
4. Bastards	1845	..	11·5	..	32·9	+11·4	−14·1	..	25·5	+ 9·1	−15·1	..	24·2
5. Improvident Marriages and Bastardy combined	1845	..	11·8	..	29·3	+12·4	−15·2	..	27·6	+11·3	−18·5	..	31·8
6. Paupers Relieved	1844	3·3	..	..	19·0	+ 2·4	− 2·8	..	5·2	+ 1·0	− 1·7	..	2·7
7. Savings in Banks	1844	..	31·0	..	39·3	−22·5	+25·8	..	48·3	−19·6	+30·3	..	49·9
8. Criminal Commitments	1842-3-4	13·7	..	140·0	..	− 3·0	+ 3·5	6·5	..	+ 3·6	− 5·5	..	9·1
9. Criminals unable to Read or Write	1842-3-4	..	13·8	..	21·9	+10·4	−11·3	..	21·7	− 4·7	−12·8	..	17·5
10. Criminal Commitments	1845-6-7	15·5	..	33·0	..	−10·7	+12·5	23·2	..	− 4·7	+ 7·4	12·1	..
11. Criminals unable to Read or Write	1845-6-7	..	13·3	..	19·4	+ 9·6	− 9·0	..	18·6	− 5·9	− 8·3	..	14·2
12. Total Commitments, exclusive of Assaults, Simple Larceny, and Riot, &c.	1845-6-7	5·6	..	55·3	..	−13·9	+16·5	30·4	..	− 8·0	+12·6	20·6	..

III. *Criminal Commitments*, 1845-6-7, *Classified in Detail.*													
1. Assaults		15·3	..	64·2	..	−22·1	+26·3	48·4	..	−19·4	+30·4	49·8	..
2. More Serious Offences against the Person		..	16·5	12·0	..	+ 2·8	− 3·4	..	6·2	+ 1·2	− 1·9	..	3·1
3. Total Offences against the Person		0·3	..	40·0	..	−10·6	+12·6	23·2	..	− 9·8	+15·5	25·3	..
4. Offences against Property with Violence		..	0·4	..	5·0	+ 4·3	− 5·0	..	9·3	+ 7·0	−11·0	..	18·0
5. Simple Larceny		22·4	..	13·0	..	− 7·9	+ 9·4	17·3	..	− 1·8	+ 2·8	4·6	..
6. Residue against Property without Violence		14·4	..	90·2	..	−27·4	+27·7	55·1	..	−14·5	+22·7	37·2	..
7. Total Offences against Property without Violence		20·1	..	35·0	..	−12·4	+14·6	27·0	..	− 5·3	+ 8·4	13·7	..
8. Malicious Offences against Property		..	8·8	..	33·0	+18·3	−22·8	..	41·1	+24·2	−37·9	..	62·1
9. Forgery and Offences against Currency		..	1·7	104·5	..	−25·9	+31·2	57·1	..	−24·0	+37·7	61·7	..
10. Total Offences against Property		17·8	..	32·7	..	−11·0	+13·0	24·0	..	− 4·5	+ 7·0	11·5	..
11. Riot, Breach of the Peace, and Pound Breach		6·2	..	7·8	..	+ 5·1	− 6·0	..	11·1	+15·7	−24·7	..	40·4
12. Poaching		44·1	..	..	75·3	+ 5·0	− 5·3	..	10·3	+ 9·0	−14·2	..	23·2
13. Other Miscellaneous Offences		..	14·1	46·1	..	−11·2	+13·2	24·4	..	−13.8	+21·7	35·5	..
14. Total Miscellaneous Offences		..	4·5	25·6	..	− 0·4	+ 0·6	1·0	..	+ 4·6	− 7·0	..	11·6
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*													
1. Serious Offences against the Person, and Malicious Offences against Property	1842-3-4	..	14·0	..	3·6	+ 8·8	−10·2	..	19·0	+10·3	−16·0	..	26·3
	1845-6-7	..	15·6	4·0	..	+ 5·3	− 6·5	..	11·8	+ 4·8	− 7·6	..	12·4
	1842-7	..	14·7	0·1	..	+ 7·2	− 8·4	..	15·6	+ 7·9	−12·0	..	19·9
2. Offences of all kinds against Property, exclusive of the Malicious	1842-3-4	18·6	..	13·1	..	− 4·9	+ 5·8	10·7	..	+ 2·9	− 4·5	..	7·4
	1845-6-7	18·0	..	33·2	..	−11·3	+13·4	24·7	..	− 4·7	+ 7·5	12·2	..
	1842-7	18·6	..	22·5	..	− 7·9	+ 9·3	17·2	..	− 0·7	+ 1·1	0·4	..
3. Assaults and Miscellaneous Offences	1842-3-4	..	5·7	19·7	..	+ 1·3	− 1·5	..	2·8	− 6·4	− 9·8	..	16·3
	1845-6-7	7·0	..	48·6	..	−13·5	+15·9	29·4	..	− 9·8	+15·3	25·1	..
	1842-7	0·1	..	31·0	..	− 4·6	+ 5·4	10·0	..	− 0·1	+ 0·2	0·1	..
V. *Total Commitments in Six Years*, 1842-7		15·1	..	21·8	..	− 6·9	+ 6·6	13·5	..	− 0·3	+ 0·5	0·8	..

Appendix II.

Summary of the Distribution of each Element of Investigation among the Four Groups of Counties formed by taking the Most and Least Instructed respectively of the Most and Least Instructed Districts respectively, in Whole Numbers and in Per Centages above and below the Average of all England and Wales.

I. Least Instructed Districts.
- *Least Instructed Counties.*—Suffolk, Cambridge, Norfolk, Essex, Huntingdon, Bedford, Bucks, Herts, North Wales, South Wales, Monmouthshire, Cheshire, Lancashire, West Riding of York, Staffordshire, and Worcestershire.
- *Most Instructed Counties.*—Wilts, Oxford, Berks, Somerset, Cornwall, Derby, Gloucester, Warwick, Leicester, and Nottingham.

II Most Instructed Districts.
- *Least Instructed Counties.*—Sussex, Hants, Dorset, Hereford, Salop, Westmoreland, North Riding of York, and Durham.
- *Most Instructed Counties.*—Kent, Devon, Middlesex, Surrey, Lincoln, Northampton, Rutland, Cumberland, East Riding and City of York, and Northumberland.

Subjects of Investigation.		Least Instructed Districts.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. *Indices to Moral Influences.*							
1. Inhabitants	1841	6,434,496·07	6,723,463	+ 4·5	2,936,593·65	2,929,876	− ·2
2. Real Property	1842	£36,267,320·78	£32,592,404	−10·1	£15,804,170·06	£16,099,242	+20·3
3 Persons of Independent Means	1841	188,503·69	141,948	−24·6	82,144,07	77,982	− 5·0
4. Signatures by Marks to the Marriage Registers	1844	18,896·68	24,123	+27·7	7,180·72	7,435	+ 3·5
II. *Indices to Moral Results.*							
1. Improvident Marriages	1844	2,437·69	3,110	+27·5	922·81	1,109	+20·1
2. Improvident Marriages	1845	2,780·80	3,555	+27·8	1,026·66	1,161	+13·1
3. Bastards	1842	15,531·94	17,773	+14·4	6,178·04	6,074	− 1·7
4. Bastards	1845	17,289·13	19,409	+12·2	5,581·49	6,628	+ ·7
5. Improvident Marriages and Bastardy combined	1845	20,039·87	22,964	+15·5	7,581·52	7,789	+ 2·7
6. Paupers Relieved	1844	539,180·02	538,934	− ·04	242,968·55	251,086	+ 3·3
7. Savings in Banks	1844	£10,797,887·00	£7,659,053	−29·1	£4,705,375·00	£4,792,827	+ 1·9
8. Criminal Commitments	1842-3-4	9,952·02	9,931	− ·2	4,180·60	4,762	+13·9
9. Criminals unable to Read or Write	1842-3-4	3,084·21	3,454	+12·0	1,457·90	1,461	− 1·8

10. Criminal Commitments	1845-6-7	8,957·41	8,123	− 9·3	3,687·71	3,918	+ 6·2
11. Criminals unable to Read or Write .	1845-6-7	2,397·50	2,645	+10·3	1,161·16	1,126	− 3·0
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach . .	1845-6-7	3,367·10	3,039	− 9·7	1,386·19	1,331	− 4·1
III. *Criminal Commitments*, 1845-6-7, *classified in Detail.*							
1. Assaults, and Assaults on Peace Officers in the execution of their duty		425·25	324	−23·9	175·07	160	− 8·6
2. More Serious Offences against the Person . . .		364·27	387	+ 6·2	149·96	134	−10·3
3. Total Offences against the Person		789·52	711	− 9·9	325·03	294	− 9·6
4. Offences against Property committed with Violence		627,74	673	+ 7·1	258·52	276	+ 6·7
5. Simple Larceny		5,019·14	4,601	− 8·3	2,066·28	2,358	+14·1
6. Residue of Offences against Property committed without Violence		2,006·44	1,631	−18·7	825·92	791	− 4·3
7. Total Offences against Property committed without Violence		7,025·44	6,232	−11·3	2,892·27	3,149	− 8·8
8. Malicious Offences against Property		71·01	90	+26·7	29·12	34	+17·9
9. Forgery, and Offences against the Currency . .		153·95	118	−23·5	63·37	47	−25·2
10. Total Offences against Property		7,878·14	7,113	− 9·7	3,243·28	3,506	+ 8·1
11. Riot, Breach of the Peace, and Pound Breach . .		139·53	159	+14·0	57·40	60	+20·2
12. Poaching		47·81	46	− 3·8	19·74	28	+40 3
13. Other Miscellaneous Offences		95·73	95	− 1·0	39·36	22	−44·9
14. Total Miscellaneous Offences		283·09	300	+ 6·0	116·55	118	+ 1·5
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*							
1. Serious Offences against the Person, and Malicious Offences against Property	1842-3-4	520,54	596	+14·5	218·66	220	+ ·5
	1845-6-7	434,17	476	+ 9·4	179·16	168	− 6·2
	1842-7	955·71	1,072	+12·2	397·82	388	− 2·5
2. Offences of all kinds against Property, exclusive of the Malicious . . .	1832-3-4	8,625·82	8,396	+ 2.4	3,623·46	4,212	+16·2
	1845-6-7	7,807·15	7,023	−10·0	3,214·11	3,472	+ 8·0
	1842-7	16,432·97	15,419	− 6·2	6,837·57	7,684	+12·4
3. Assaults and Miscellaneous . . .	1842-3-4	1,047·91	1,130	+ 7·8	440·22	453	+ 2·1
	1845-6-7	708·68	624	−11·9	291·73	279	− 4·9
	1842-7	1,756·59	1,754	− ·1	731·95	732	..
V. *Total Commitments for Six Years*, 1842-7.		18,909·43	18,001	− 4·8	7,868·31	8,681	+10·3

APPENDIX II.—*continued.*

SUBJECTS OF INVESTIGATION.		Most Instructed Districts.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. *Indices to Moral Influences.*							
1. Inhabitants	1841	2,788,454·40	1,767,586	−36·7	3,727,793·40	4,485,816	+20·3
2. Real Property	1842	£9,534,611·61	£9,500,975	− 0·3	£24,197,132·95	£27,610,614	+14·1
3. Persons of Independent Means	1841	49,557·27	51,753	+ 4·4	125,767·49	174,290	+38·6
4. Signatures by Marks to the Marriage Registers	1844	4,178·28	3,776	− 9·6	12,656·32	7,578	−40·1
II. *Indices to Moral Results.*							
1. Improvident Marriages	1844	529·39	397	−24·9	1,625·51	899	−44·7
2. Improvident Marriages	1845	613·68	447	−27·1	1,866·17	1,124	−39·8
3. Bastards	1842	3,583·16	3,864	+ 7·8	9,502·81	7,085	−25·4
4. Bastards	1845	3,884·89	4,175	+ 7·5	10,485·49	8,029	−23·4
5. Improvident Marriages and Bastardy combined	1845	4,486·52	4,622	+ 3·0	12,420·09	9,153	−26·3
6. Paupers Relieved	1844	141,322·07	157,726	+11·6	326,212·03	301,936	− 7·4
7. Savings in Banks	1844	£2,838,744·00	£2,900,909	+ 2·2	£7,204,231·00	£10,193,448	+41·5
8. Criminal Commitments	1842-3-4	2,564·35	2,205	−14·0	6,583·03	6,383	− 3·0
9. Criminals unable to Read or Write	1842-3-4	687·83	712	+ 3·5	1,999·70	1,632	−18·4
10. Criminal Commitments	1845-6-7	2,265·86	1,893	−16·4	5,803·19	6,764	+16·6
11. Criminals unable to Read or Write	1845-6-7	561·97	601	+ 6·9	2,001·37	1,750	−12·5
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845-6-7	851·29	591	−30·5	2,181·42	2,825	+24·8

Dand.						
and Assaults on Peace Officers in the }	107·51	91	−15·7	275·51	409	+48·5
Offences against the Person . . .	92·10	82	−10·6	236·00	239	+ 1·4
against the Person . . .	199·61	173	−13·3	511·51	648	+26·7
Property committed with Violence	158·74	147	− 7·4	406·67	356	−12·4
. . . . .	1,268·93	1,186	− 6·6	3,251·65	3,461	+ 6·4
against Property committed }	507·21	293	−42·1	1,299·75	1,924	+48·1
. . . . .	1,776·12	1,479	−16·7	4,551·50	4,385	+18·3
Property committed with- }	17·84	15	−14·1	46·03	24	−47·1
Property	38·92	25	−37·4	99·76	167	+67·1
against the Currency . . .	1,991·62	1,666	−16·5	5,103·96	5,932	+16·2
Property	35·28	24	−30·4	90·46	70	−22·6
and Pound Breach . . .	12·16	17	+39·8	30·96	20	−35·5
. . . . .	24·20	12	−51·5	62·04	93	+50·1
. . . . .	71·62	53	−25·5	183·41	184	+ 0·1
1843-6-7, *Re-classified*						
ngs.						
the Person, and 1842-3-4	134·14	116	−13·4	344·32	286	−17·0
1845-6-7	110·08	98	−10·9	281·92	264	− 6·4
against Property 1842-7	244·22	214	−12·3	626·24	550	−12·2
1842-3-4	2,222·62	1,912	−13·9	5,705·77	5,657	− ·8
Property, 1845-6-7	1,973·82	1,651	−16·4	5,057·92	5,908	+16·8
. . . 1842-7	4,196·41	3,563	−15·1	10,763·69	11,566	+ 7·4
1842-3-4	270·60	205	−24·0	693·21	663	− 4·3
Miscellaneous Offences . 1845-6-7	179·10	144	−19·6	459·16	592	+29·0
1842-7	449·10	349	−22·2	1,152·37	1,255	+ 8·8
Total Commitments for Six Years, 1842-7.	4,630·21	4,097	−15·2	12,386·22	13,199	+ 6·6

Appendix II.—*continued.*

SUBJECTS OF INVESTIGATION.		The Kingdom at Large.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. *Indices to Moral Influences.*							
1. Inhabitants to Area	1841	9,222,950·47	8,491,049	− 7·9	6,664,387·05	7,415,692	+11·3
2. Real Property	1842	£45,801,932·39	£42,093,379	− 8·1	£40,001,303·01	£43,709,856	+ 9·2
3. Persons of Independent Means	1841	238,060·96	193,701	−18·6	207,911·56	252,272	+21·3
4. Signatures by Marks to the Marriage Registers	1844	23,074·96	27,899	+20·9	19,837·04	15,013	−24·3
II. *Indices to Moral Results.*							
1. Improvident Marriages	1844	2,967·08	3,507	+18·2	2,548·32	2,008	−21·2
2. Improvident Marriages	1845	3,394·48	4,002	+17·8	2,892·83	2,285	−21·0
3. Bastards	1842	19,115·10	21,637	+13·2	15,680·85	13,159	−16·1
4. Bastards	1845	21,174·02	23,584	+11·4	17,066·98	14,657	−14·1
5. Improvident Marriages and Bastardy combined	1845	24,526·39	27,586	+12·4	20,001·61	16,942	−15·2
6. Paupers Relieved	1844	680,502·09	696,660	+ 2·4	569,180·58	553,022	− 2·8
7. Savings in Banks	1844	£13,636,631·00	£10,559,962	−22·5	£11,909,606·00	£14,986,275	+25·8
8. Criminal Commitments	1842–3–4	12,516·37	12,135	− 3·0	10,763·63	11,145	+ 3·5
9. Criminals unable to Read or Write	1842–3–4	3,772·07	4,166	+10·4	3,487·60	3,093	−11·3
10. Criminal Commitments	1845–6–7	11,223·27	10,016	−10·7	9,490·90	10,682	+12·5
11. Criminals unable to Read or Write	1845–6–7	2,959·47	3,246	+ 9·6	3,162·53	2,876	− 9·0
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845–6–7	4,218·39	3,630	−13·9	3,567·61	4,156	+16·5

III. *Criminal Commitments*, 1845–6–7, *Classified in detail.*						
1. Assaults, and Assaults on Peace Officers in the execution of their duty	532·76	415	−22·1	450·58	569	+26·3
2. More Serious Offences against the Person	456·37	469	+ 2·8	385·96	373	− 3·4
3. Total Offences against the Person	989·13	884	−10·6	836·54	942	+12·6
4. Offences against Property, committed with Violence	786·48	820	+ 4·3	665·19	632	− 5·0
5. Simple Larceny	6,288·07	5,787	− 7·9	5,317·93	5,819	+ 9·4
6. Residue of Offences against Property committed without Violence	2,513·65	1,924	−27·4	2,125·68	2,715	+27·7
7. Total Offences against Property, committed without Violence	8,801·56	7,711	−12·4	7,443·77	8,534	+14·6
8. Malicious Offences against Property	88·85	105	+18·3	75·15	58	−22·8
9. Forgery, and Offences against the Currency	192·87	143	−25·9	163·13	214	+31·2
10. Total Offences against Property	9,869·76	8,779	−11·0	8,347·24	9,438	+13·0
11. Riot, Breach of the Peace, and Pound Breach	174·81	183	+ 5·1	147·86	139	− 6·0
12. Poaching	59·97	63	+ 5·0	50·70	48	− 5·3
13. Other Miscellaneous Offences	119·93	107	−11·2	101·40	115	+13·2
14. Total Miscellaneous Offences	354·71	353	− 0·4	299·96	302	+ 0·6
IV. *Criminal Commitments*, 1845–6–7, *Reclassified in Groups.*						
1. Serious Offences against the Person, and Malicious Offences against Property — 1842–3–4	654·68	712	+ 8·8	562·98	506	−10·2
1845–6–7	545·25	574	+ 5·3	461·08	432	− 6·5
1842–7	1,199·93	1,286	+ 7·2	1,024·06	938	− 8·4
2. Offences of all kinds against Property, exclusive of the Malicious — 1842–3–4	10,848·44	10,308	− 4·9	9,329·23	9,869	+ 5·8
1845–6–7	9,780·97	8,674	−11·3	8,272·03	9,380	+13·4
1842–7	20,629·41	18,982	− 7·9	17,601·26	19,249	+ 9·3
3. Assaults and Miscellaneous Offences — 1842–3–4	1,317·91	1,335	+ 1·3	1,133·43	1,116	− 1·5
1845–6–7	887·78	768	−13·5	750·89	871	+15·9
1842–7	2,205·69	2,103	− 4·6	1,884·32	1,987	+ 5·4
V. *Total Commitments for Six Years*, 1842–7	23,739·64	22,098	− 6·9	20,254·53	21,880	+ 8·0

APPENDIX II.—*continued.*

SUBJECTS OF INVESTIGATION.		THE KINGDOM AT LARGE.						
		Least Instructed Districts.			Most Instructed Districts.			Actual Grand Totals and Average Numbers.
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	
I. Indices to Moral Influences.								
1. Inhabitants to Area	1841	9,371,089·72	9,653,339	+ 3·0	6,516,247·80	6,253,402	− 4·0	5,906,741
2. Real Property	1842	£52,071,490·84	£48,691,646	− 6·4	£33,731,744·56	£37,111,589	+10·02	£85,803,235
3. Persons of Independent Means .	1841	270,647·76	219,930	−18·7	175,324·76	226,043	+28·9	445,973
4. Signatures by Marks to the Marriage Registers	1844	26,077·40	31,559	+21·0	16,834·60	11,354	−32·5	42,912
II. Indices to Moral Results.								
1. Improvident Marriages . . .	1844	3,360·50	4,219	+25·3	2,155·90	1,296	−39·9	5,515
2. Improvident Marriages . . .	1845	3,807·46	4,716	+21·2	2,479·85	1,571	−36·6	6,287
3. Bastards	1842	21,709·98	23,847	+ 9·9	13,085·97	10,949	−16·5	34,796
4. Bastards	1845	23,870·62	26,037	+ 9·1	14,370·38	12,204	−15·1	38,241
5. Improvident Marriages and Bastardy combined	1845	27,621·39	30,753	+11·3	16,906·61	13,775	−18·5	44,528
6. Paupers Relieved	1844	782,148·57	790,020	+ 1·0	467,534·10	459,662	− 1·7	1,249,682
7. Savings in Banks	1844	£15,503,262·00	£12,451,880	−19·6	£10,042,975·00	£13,094,357	+30·3	£25,546,237
8. Criminal Commitments . .	1842–3–4	14,132·62	14,640	+ 3·6	9,147·38	8,640	− 5·5	23,280*
9. Criminals unable to Read or Write	1842–3–4	4,572·14	4,915	+ 7·5	2,687·53	2,344	−12·8	7,259
10. Criminal Commitments . .	1845–6–7	12,645·12	12,042	− 4·7	8,069·05	8,656	+ 7·4	20,698
11. Criminals unable to Read or Write	1845–6–7	3,568·66	3,771	+ 5·9	2,563·34	2,351	− 8·3	6,122
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845–6–7	4,753·29	4,370	− 8·0	3,032·71	3,416	+12·6	7,786

III. *Criminal Commitments*, 1845-6-7, *Classified in detail.*							
1. Assaults, and Assaults on Peace Officers in the execution of their duty	600·32	484	−19·4	383·02	500	+30·4	984
2. More Serious Offences against the Person	514·23	521	+ 1·2	328·10	321	− 1·9	832
3. Total Offences against the Person	1,114·55	1,005	− 9·8	711·12	821	+15·5	1,826
4. Offences against Property committed with Violence	866·26	949	+ 7·0	565·41	503	−11·0	1,452
5. Simple Larceny	7,085·42	6,959	− 1·8	4,520·58	4,647	+ 2·8	11,606
6. Residue of Offences against Property committed without Violence	2,832·36	2,421	−14·5	1,806·97	2,218	+22·7	4,639
7. Total Offences against Property committed without Violence	9,917·71	9,381	− 5·3	6,327·62	6,864	+ 8·4	16,245
8. Malicious Offences against Property	100·13	124	+24·2	63·87	40	−37·9	164
9. Forgery, and Offences against the Currency	217·32	165	−24·0	138·68	191	+37·7	356
10. Total Offences against Property	11,121·42	10,619	− 4·5	7,095·58	7,598	+ 7·0	18,217
11. Riot, Breach of the Peace, and Pound Breach	196·93	228	+15·7	125·74	95	−24·7	323
12. Poaching	67·55	74	+ 9·0	43·12	37	−14·2	111
13. Other Miscellaneous Offences	135·09	116	−13·8	86·24	105	+21·7	221
14. Total Miscellaneous Offences	399·64	418	+ 4·6	255·03	237	− 7·0	655
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*							
1. Serious Offences against the Person, and Malicious Offences against Property — 1842-3-4	739·20	816	+10·3	478·46	402	−16·0	1,218
1845-6-7	614·33	644	+ 4·8	392·00	362	− 7·6	1,006
1842-7	1,353·53	1,460	+ 7·9	870·46	764	−12·0	2,224
2. Offences of all kinds against Property, exclusive of the Malicious — 1842-3-4	12,249·28	12,608	+ 2·9	7,928·39	7,569	− 4·5	20,177
1845-6-7	11,021·26	10,495	− 4·7	7,031·74	7,558	+ 7·5	18,053
1842-7	23,270·54	23,103	− ·7	14,960·13	15,127	+ 1·1	38,230
3. Assaults and Miscellaneous Offences — 1842-3-4	1,488·13	1,583	+ 6·4	963·21	868	− 9·8	2,451
1845-6-7	1,000·41	903	− 9·8	638·26	736	+15·3	1,639
1842-7	2,488·54	2,486	− ·1	1,601·47	1,604	+ ·2	4,090
V. *Total Commitments for Six Years*, 1842-7	26,777·74	26,682	− ·3	17,216·43	17,296	+ ·5	43,978

* The number of observations upon which these and the succeeding calculations are based is thrice the number here entered; these being all averages of three years' experience; while in the bottom line is added together the averages of the two periods of three years each.

Appendix III.

Summary Abstract in Three Principal Groups of the Average Number of Male Persons Committed for Trial at Assizes and Quarter Sessions for Offences of whatever kind, in each District and County of England and Wales, during the years 1842-3-4, as compared with the same during the three following years, 1845-6-7, and with the numbers which might be expected among the like Population of the same Ages on the Average of all England and Wales.

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men who signed the Marriage Register with Marks in 1844, above and below the Average.	§ IV.—1. More Serious Offences against the Person and Malicious Offences against Property combined.									
			Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments, 1842-7.	Calculated Average Commitments in 1842-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-7.
			1842-3-4.	1845-6-7.								
I. *Southern Agricultural and Maritime Counties.*												
I. A. Counties of Least Instruction:—												
Sussex	299,753	− 7·5	13·33	10·33	−22·5	21·96	−39·3	17·90	−42·3	23·66	39·86	−40·6
Hants	355,004	−11·1	29·00	20·99	−27·6	27·04	+ 7·2	22·04	− 4·7	49·99	49·08	+ 1·9
Dorset	175,043	+10·1	9·00	13·33	+48·1	12·20	−26·2	9·93	+34·2	22·33	22·13	+ ·9
Total—Least Instruction	829,800	− 5·9	51·33	44·65	−13·0	61·20	−16·1	49·87	−10·4	95·98	111·07	−13·6
I. B. Counties of Most Instruction:—												
Kent	548,337	−17·1	51·00	27·67	−45·7	42·26	+20·7	34·52	−19·8	78·67	76·78	+ 2·5
Devonshire	533,460	−11·9	26·67	27·68	+ 3·7	37·88	−29·6	30·60	− 9·5	54·35	68·48	−20·6
Total—Most Instruction	1,081,797	−14·3	77·67	55·35	−28·7	80·14	− 3·1	65·12	−15·0	133·02	145·26	− 8·4
Total — Southern Agricultural and Maritime Counties	1,911,597	−10·8	129·00	100·00	−22·5	141·34	− 8·8	114·99	−13·0	229·00	256·33	−10·6

II. *South Midland and Eastern Agricultural Counties.*												
II. A. Counties of Least Instruction, being the Eastern Counties:—												
Suffolk	315,073	+42·0	32·00	23·33	−27·0	22·93	+39·5	18·38	+26·9	55·33	41·31	+33·9
Cambridge	164,459	+33·5	14.67	18·00	+22·7	12·71	+15·4	10·55	+74·8	32·67	23·26	+40·5
Norfolk	412,664	+38·1	42·33	42·01	− ·7	29·71	+42·5	23·77	+80·5	84·34	53·48	+57·7
Essex	344,979	+42·4	37·33	29·00	−22·3	26·25	+42·2	21·20	+36·8	66·33	47·45	+39·8
Huntingdon	58,549	+38·0	4·33	1·34	−69·0	4·49	− 3·6	3·65	−63·3	5·67	8·14	−30·3
Total—Least Instruction	1,295,724	+39·3	130·66	113·68	−12·9	96·09	+36·0	77·55	+46·5	244·34	173·64	+40·7
II. B. Counties of Most Instruction, being the South Midland Counties:—												
Wiltshire	258,783	+26·5	20·67	23·34	+12·8	19·51	+ 5·9	15.60	+49·6	44·01	35·11	+25·3
Oxford	161,643	+ 5·0	9·67	10·66	+10·2	12·33	−21·5	9·87	+ 8·0	20·33	22·20	− 8·4
Berkshire	161,147	+28·6	12·00	7·67	−36·0	12·31	− 2·5	10·02	−23·4	19·67	22·33	−11·9
Total—Most Instruction	581,523	+21·0	42·34	41·67	− 1·5	44·15	− 4·1	35·49	+17·4	84·01	79·64	+ 5·5
Total—South Midland and Eastern Agricultural Counties	1,877,247	+33·8	173·00	155·35	−10·2	140·24	+23·3	113·04	+37·4	328·35	253·28	+29·6
III. *Metropolitan Counties; both in the Highest Scale of Instruction.*												
Middlesex	1,576,636	−59·7	106·66	115·66	+ 8·4	124·45	−14·3	102·26	+13·1	222·32	226·71	− 1·9
Surrey	582,678	−53·2	33·66	33·67	..	43·95	−23·4	36·40	− 7·5	67·33	80·35	−16·2
Total—Most Instruction	2,159,314	−58·1	140·32	149·33	+ 6·4	168·40	−16·7	138·66	+ 7·7	289·65	307·06	− 5·6
IV. *North Midland and North Eastern Agricultural Counties.*												
IV. A. Counties of Least Instruction, being the North Midland Counties:—												
Hereford	113·878	+11·2	5·33	7·66	+43·7	8·65	−38·4	6·76	+13·3	12·99	15·41	−15·7
Shropshire	239,048	+24·6	21·33	9·66	−54·7	18·50	+15·3	14·78	−34·6	30·99	33·28	− 6·9
Total—Least Instruction	352,926	+20·7	26·66	17·32	−35·0	27·15	− 1·8	21·54	−19·5	43·98	48·69	− 9·7

Appendix II.

Summary of the Distribution of each Element of Investigation among the Four Groups of Counties formed by taking the Most and Least Instructed respectively of the Most and Least Instructed Districts respectively, in Whole Numbers and in Per Centages above and below the Average of all England and Wales.

I. Least Instructed Districts.
- *Least Instructed Counties.*—Suffolk, Cambridge, Norfolk, Essex, Huntingdon, Bedford, Bucks, Herts, North Wales, South Wales, Monmouthshire, Cheshire, Lancashire, West Riding of York, Staffordshire, and Worcestershire.
- *Most Instructed Counties.*—Wilts, Oxford, Berks, Somerset, Cornwall, Derby, Gloucester, Warwick, Leicester, and Nottingham.

II. Most Instructed Districts.
- *Least Instructed Counties.*—Sussex, Hants, Dorset, Hereford, Salop, Westmoreland, North Riding of York, and Durham.
- *Most Instructed Counties.*—Kent, Devon, Middlesex, Surrey, Lincoln, Northampton, Rutland, Cumberland, East Riding and City of York, and Northumberland.

Subjects of Investigation.		Least Instructed Districts.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. *Indices to Moral Influences.*							
1. Inhabitants	1841	6,434,496·07	6,723,463	+ 4·5	2,936,593·65	2,929,876	− ·2
2. Real Property	1842	£36,267,320·78	£32,592,404	−10·1	£15,804,170·06	£16,099,242	+20·3
3 Persons of Independent Means	1841	188,503·69	141,948	−24·6	82,144,07	77,982	− 5·0
4. Signatures by Marks to the Marriage Registers	1844	18,896·68	24,123	+27·7	7,180·72	7,435	+ 3·5
II. *Indices to Moral Results.*							
1. Improvident Marriages	1844	2,437·69	3,110	+27·5	922·81	1,109	+20·1
2. Improvident Marriages	1845	2,780·80	3,555	+27·8	1,026·66	1,161	+13·1
3. Bastards	1842	15,531·94	17,773	+14·4	6,178·04	6,074	− 1·7
4. Bastards	1845	17,289·13	19,409	+12·2	5,581·49	6,628	+ ·7
5. Improvident Marriages and Bastardy combined	1845	20,039·87	22,964	+15·5	7,581·52	7,789	+ 2·7
6. Paupers Relieved	1844	539,180·02	538,934	− ·04	242,968·55	251,086	+ 3·3
7. Savings in Banks	1844	£10,797,887·00	£7,659,053	−29·1	£4,705,375·00	£4,792,827	+ 1·9
8. Criminal Commitments	1842-3-4	9,952·02	9,931	− ·2	4,180·60	4,762	+13·9
9. Criminals unable to Read or Write	1842-3-4	3,084·21	3,454	+12·0	1,457·90	1,461	+ 1·8

10. Criminal Commitments	1845-6-7	8,957·41	8,123	− 9·3	3,687·71	3,918	+ 6·2
11. Criminals unable to Read or Write .	1845-6-7	2,397·50	2,645	+10·3	1,161·16	1,126	− 3·0
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach . .	1845-6-7	3,367·10	3,039	− 9·7	1,386·19	1,331	− 4·1
III. *Criminal Commitments*, 1845-6-7, *classified in Detail.*							
1. Assaults, and Assaults on Peace Officers in the execution of their duty		425·25	324	−23·9	175·07	160	− 8·6
2. More Serious Offences against the Person . . .		364·27	387	+ 6·2	149·96	134	−10·3
3. Total Offences against the Person		789·52	711	− 9·9	325·03	294	− 9·6
4. Offences against Property committed with Violence		627,74	673	+ 7·1	258·52	276	+ 6·7
5. Simple Larceny		5,019·14	4,601	− 8·3	2,066·28	2,358	+14·1
6. Residue of Offences against Property committed without Violence		2,006·44	1,631	−18·7	825·92	791	− 4·3
7. Total Offences against Property committed without Violence		7,025·44	6,232	−11·3	2,892·27	3,149	− 8·8
8. Malicious Offences against Property		71·01	90	+26·7	29·12	34	+17·9
9. Forgery, and Offences against the Currency . .		153·95	118	−23·5	63·37	47	−25·2
10. Total Offences against Property		7,878·14	7,113	− 9·7	3,243·28	3,506	+ 8·1
11. Riot, Breach of the Peace, and Pound Breach . .		139·53	159	+14·0	57·40	60	+20·2
12. Poaching		47·81	46	− 3·8	19·74	28	+40 3
13. Other Miscellaneous Offences		95·73	95	− 1·0	39·36	22	−44·9
14. Total Miscellaneous Offences		283·09	300	+ 6·0	116·55	118	+ 1·5
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*							
1. Serious Offences against the Person, and Malicious Offences against Property	1842-3-4	520,54	596	+14·5	218·66	220	+ ·5
	1845-6-7	434,17	476	+ 9·4	179·16	168	− 6·2
	1842-7	955·71	1,072	+12·2	397·82	388	− 2·5
2. Offences of all kinds against Property, exclusive of the Malicious . . .	1832-3-4	8,625·82	8,396	+ 2.4	3,623·46	4,212	+16·2
	1845-6-7	7,807·15	7,023	−10·0	3,214·11	3,472	+ 8·0
	1842-7	16,432·97	15,419	− 6·2	6,837·57	7,684	+12·4
3. Assaults and Miscellaneous . . .	1842-3-4	1,047·91	1,130	+ 7·8	440·22	453	+ 2·1
	1845-6-7	708·68	624	−11·9	291·73	279	− 4·9
	1842-7	1,756·59	1,754	− ·1	731·95	732	..
V. *Total Commitments for Six Years*, 1842-7.		18,909·43	18,001	− 4·8	7,868·31	8,681	+10·3

APPENDIX II.—*continued.*

SUBJECTS OF INVESTIGATION.		Most Instructed Districts.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. Indices to Moral Influences.							
1. Inhabitants	1841	2,788,454·40	1,767,586	−36·7	3,727,793·40	4,485,816	+20·3
2. Real Property	1842	£9,534,611·61	£9,500,975	− 0·3	£24,197,132·95	£27,610,614	+14·1
3. Persons of Independent Means	1841	49,557·27	51,753	+ 4·4	125,767·49	174,290	+38·6
4. Signatures by Marks to the Marriage Registers	1844	4,178·28	3,776	- 9·6	12,656·32	7,578	−40·1
II. Indices to Moral Results.							
1. Improvident Marriages	1844	529·39	397	−24·9	1,625·51	899	−44·7
2. Improvident Marriages	1845	613·68	447	−27·1	1,866·17	1,124	−39·8
3. Bastards	1842	3,583·16	3,864	+ 7·8	9,502·81	7,085	−25·4
4. Bastards	1845	3,884·89	4,175	+ 7·5	10,485·49	8,029	−23·4
5. Improvident Marriages and Bastardy combined	1845	4,486·52	4,622	+ 3·0	12,420·09	9,153	−26·3
6. Paupers Relieved	1844	141,322·07	157,726	+11·6	326,212·03	301,936	− 7·4
7. Savings in Banks	1844	£2,838,744·00	£2,900,909	+ 2·2	£7,204,231·00	£10,193,448	+41·5
8. Criminal Commitments	1842-3-4	2,564·35	2,205	−14·0	6,583·03	6,383	− 3·0
9. Criminals unable to Read or Write	1842-3-4	687·83	712	+ 3·5	1,999·70	1,632	−18·4
10. Criminal Commitments	1845-6-7	2,265·86	1,893	−16·4	5,803·19	6,764	+16·6
11. Criminals unable to Read or Write	1845-6-7	561·97	601	+ 6·9	2,001·37	1,750	−12·5
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845-6-7	851·29	591	−30·5	2,181·42	2,825	+24·8

III. *Criminal Commitments*, 1845-6-7, *classified in Detail.*						
1. Assaults, and Assaults on Peace Officers in the execution of their duty	107·51	91	−15·7	275·51	409	+48·5
2. More Serious Offences against the Person	92·10	82	−10·6	236·00	239	+ 1·4
3. Total Offences against the Person	199·61	173	−13·3	511·51	648	+26·7
4. Offences against Property committed with Violence	158·74	147	− 7·4	406·67	356	−12·4
5. Simple Larceny	1,268·93	1,186	− 6·6	3,251·65	3,461	+ 6·4
6. Residue of Offences against Property committed without Violence	507·21	293	−42·1	1,299·75	1,924	+48·1
7. Total Offences against Property committed without Violence	1,776·12	1,479	−16.7	4,551·50	4,385	+18·3
8. Malicious Offences against Property	17·84	15	−14·1	46·03	24	−47·1
9. Forgery, and Offences against the Currency	38·92	25	−37·4	99·76	167	+67·1
10. Total Offences against Property	1,991·62	1,666	−16·5	5,103·96	5,932	+16·2
11. Riot, Breach of the Peace, and Pound Breach	35·28	24	−30·4	90·46	70	−22·6
42. Poaching	12·16	17	+39·8	30·96	20	−35·5
13. Other Miscellaneous Offences	24·20	12	−51·5	62·04	93	+50·1
14. Total Miscellaneous Offences	71·62	53	−25·5	183·41	184	+ 0·1
IV. *Criminal Commitments*, 1845-6-7, *Re-classified in Groups.*						
1. Serious Offences against the Person, and Malicious Offences against Property — 1842-3-4	134·14	116	−13·4	344·32	286	−17·0
1845-6-7	110·08	98	−10·9	281·92	264	− 6·4
1842-7	244·22	214	−12·3	626·24	550	−12·2
2. Offences of all kinds against Property, exclusive of the Malicious — 1842-3-4	2,222·62	1,912	−13·9	5,705·77	5,657	− ·8
1845-6-7	1,973·82	1,651	−16·4	5,057·92	5,908	+16·8
1842-7	4,196·44	3,563	−15·1	10,763·69	11,566	+ 7·4
3. Assaults and Miscellaneous Offences — 1842-3-4	270·60	205	−24·0	693·21	663	− 4·3
1845-6-7	179·10	144	−19·6	459·16	592	+29·0
1842-7	449·10	349	−22·2	1,152·37	1,255	+ 8·8
V. *Total Commitments for Six Years*, 1842-7.	4,830·21	4,097	−15·2	12,386·22	13,199	+ 6·6

APPENDIX II.—*continued.*

SUBJECTS OF INVESTIGATION.		THE KINGDOM AT LARGE.					
		Least Instructed Counties.			Most Instructed Counties.		
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.
I. Indices to Moral Influences.							
1. Inhabitants to Area	1841	9,222,950·47	8,491,049	− 7·9	6,664,387·05	7,415,692	+11·3
2. Real Property	1842	£45,801,932·39	£42,093,379	− 8·1	£40,001,303·01	£43,709,856	+ 9·2
3. Persons of Independent Means	1841	238,060·96	193,701	−18·6	207,911·56	252,272	+21·3
4. Signatures by Marks to the Marriage Registers	1844	23,074·96	27,899	+20·9	19,837·04	15,013	−24·3
II. Indices to Moral Results.							
1. Improvident Marriages	1844	2,967·08	3,507	+18·2	2,548·32	2,008	−21·2
2. Improvident Marriages	1845	3,394·48	4,002	+17·8	2,892·83	2,285	−21·0
3. Bastards	1842	19,115·10	21,637	+13·2	15,680·85	13,159	−16·1
4. Bastards	1845	21,174·02	23,584	+11·4	17,066·98	14,657	−14·1
5. Improvident Marriages and Bastardy combined	1845	24,526·39	27,586	+12·4	20,001·61	16,942	−15·2
6. Paupers Relieved	1844	680,502·09	696,660	+ 2·4	569,180·58	553,022	− 2·8
7. Savings in Banks	1844	£13,636,631·00	£10,559,962	−22·5	£11,909,606·00	£14,986,275	+25·8
8. Criminal Commitments	1842–3–4	12,516·37	12,135	− 3·0	10,763·63	11,145	+ 3·5
9. Criminals unable to Read or Write	1842–3–4	3,772·07	4,166	+10·4	3,487·60	3,093	−11·3
10. Criminal Commitments	1845–6–7	11,223·27	10,016	−10·7	9,490·90	10,682	+12·5
11. Criminals unable to Read or Write	1845–6–7	2,959·47	3,246	+ 9·6	3,162·53	2,876	− 9·0
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845–6–7	4,218·39	3,630	−13·9	3,567·61	4,156	+16·5

III. *Criminal Commitments*, 1845–6–7, *Classified in detail.*						
1. Assaults, and Assaults on Peace Officers in the execution of their duty	532·76	415	−22·1	450·58	569	+26·3
2. More Serious Offences against the Person	456·37	469	+ 2·8	385·96	373	− 3·4
3. Total Offences against the Person	989·13	884	−10·6	836·54	942	+12·6
4. Offences against Property, committed with Violence	786·48	820	+ 4·3	665·19	632	− 5·0
5. Simple Larceny	6,288·07	5,787	− 7·9	5,317·93	5,819	+ 9·4
6. Residue of Offences against Property committed without Violence	2,513·65	1,924	−27·4	2,125·68	2,715	+27·7
7. Total Offences against Property, committed without Violence	8,801·56	7,711	−12·4	7,443·77	8,534	+14·6
8. Malicious Offences against Property	88·85	105	+18·3	75·15	58	−22·8
9. Forgery and Offences against the Currency	192·87	143	−25·9	163·13	214	+31·2
10. Total Offences against Property	9,869·76	8,779	−11·0	8,347·24	9,438	+13·0
11. Riot, Breach of the Peace, and Pound Breach	174·81	183	+ 5·1	147·86	139	− 6·0
12. Poaching	59·97	63	+ 5·0	50·70	48	− 5·3
13. Other Miscellaneous Offences	119·93	107	−11·2	101·40	115	+13·2
14. Total Miscellaneous Offences	354·71	353	− 0·4	299·96	302	+ 0·6
IV. *Criminal Commitments*, 1845–6–7, *Reclassified in Groups.*						
1. Serious Offences against the Person, and Malicious Offences against Property — 1842–3–4	654·68	712	+ 8·8	562·98	506	−10·2
1845–6–7	545·25	574	+ 5·3	461·08	432	− 6·5
1842–7	1,199·93	1,286	+ 7·2	1,024·06	938	− 8·4
2. Offences of all kinds against Property, exclusive of the Malicious — 1842–3–4	10,848·44	10,308	− 4·9	9,329·23	9,869	+ 5·8
1845–6–7	9,780·97	8,674	−11·3	8,272·03	9,380	+13·4
1842–7	20,629·41	18,982	− 7·9	17,601·26	19,249	+ 9·3
3. Assaults and Miscellaneous Offences — 1842–3–4	1,317·91	1,335	+ 1·3	1,133·43	1,116	− 1·5
1845–6–7	887·78	768	−13·5	750·89	871	+15·9
1842–7	2,205·69	2,103	− 4·6	1,884·32	1,987	+ 5·4
V. *Total Commitments for Six Years*, 1842–7	23,739·64	22,098	− 6·9	20,254·53	21,880	+ 8·0

APPENDIX II.—*continued.*

SUBJECTS OF INVESTIGATION.		THE KINGDOM AT LARGE.						
		Least Instructed Districts.			Most Instructed Districts.			Actual Grand Totals and Average Numbers.
		Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	Calculated.	Actual.	Per Centage of Actual above and below the Calculated.	
I. *Indices to Moral Influences.*								
1. Inhabitants to Area	1841	9,371,089·72	9,653,339	+ 3·0	6,516,247·80	6,253,402	− 4·0	5,906,741
2. Real Property	1842	£52,071,490·84	£48,691,646	− 6·4	£33,731,744·56	£37,111,589	+10·02	£85,803,235
3. Persons of Independent Means .	1841	270,647·76	219,930	−18·7	175,324·76	226,043	+28·9	445,973
4. Signatures by Marks to the Marriage Registers	1844	26,077·40	31,559	+21·0	16,834·60	11,354	−32·5	42,912
II. *Indices to Moral Results.*								
1. Improvident Marriages . . .	1844	3,360·50	4,219	+25·3	2,155·96	1,296	−39·9	5,515
2. Improvident Marriages . . .	1845	3,807·46	4,716	+21·2	2,479·85	1,571	−36·6	6,287
3. Bastards	1842	21,709·98	23,847	+ 9·9	13,085·97	10,949	−16·5	34,796
4. Bastards	1845	23,870·62	26,037	+ 9·1	14,370·38	12,204	−15·1	38,241
5. Improvident Marriages and Bastardy combined	1845	27,621·39	30,753	+11·3	16,906·61	13,775	−18·5	44,528
6. Paupers Relieved	1844	782,148·57	790,020	+ 1·0	467,534·10	459,662	− 1·7	1,249,682
7. Savings in Banks	1844	£15,503,262·00	£12,451,880	−19·6	£10,042,975·00	£13,094,357	+30·3	£25,546,237
8. Criminal Commitments . .	1842–3–4	14,132·62	14,640	+ 3·6	9,147·38	8,640	− 5·5	23,280*
9. Criminals unable to Read or Write	1842–3–4	4,572·14	4,915	+ 7·5	2,687·53	2,344	−12·8	7,259
10. Criminal Commitments . .	1845–6–7	12,645·12	12,042	− 4·7	8,069·05	8,656	+ 7·4	20,698
11. Criminals unable to Read or Write	1845–6–7	3,568·66	3,771	+ 5·9	2,563·34	2,351	− 8·3	6,122
12. Total Offences, exclusive of Assaults, Simple Larceny, and Riot, Breach of the Peace, and Pound Breach	1845–6–7	4,753·29	4,370	− 8·0	3,032·71	3,416	+12·6	7,786

III. *Criminal Commitments*, 1845-6-7, *Classified in detail.*							
1. Assaults, and Assaults on Peace Officers in the execution of their duty	600·32	484	−19·4	383·02	500	+30·4	984
2. More Serious Offences against the Person	514·23	521	+ 1·2	328·10	321	− 1·9	832
3. Total Offences against the Person	1,114·55	1,005	− 9·8	711·12	821	+15·5	1,826
4. Offences against Property committed with Violence	886·26	949	+ 7·0	565·41	503	−11·0	1,452
5. Simple Larceny	7,085·42	6,959	− 1·8	4,520·58	4,647	+ 2·8	11,606
6. Residue of Offences against Property committed without Violence	2,832·36	2,421	−14·5	1,806·97	2,218	+22·7	4,639
7. Total Offences against Property committed without Violence	9,917·71	9,381	− 5·3	6,327·62	6,864	+ 8·4	16,245
8. Malicious Offences against Property	100·13	124	+24·2	63·87	40	−37·9	164
9. Forgery, and Offences against the Currency	217·32	165	−24·0	138·68	191	+37·7	356
10. Total Offences against Property	11,121·42	10,619	− 4·5	7,095·58	7,598	+ 7·0	18,217
11. Riot, Breach of the Peace, and Pound Breach	196·93	228	+15·7	125·74	95	−24·7	323
12. Poaching	67·55	74	+ 9·0	43·12	37	−14·2	111
13. Other Miscellaneous Offences	135·09	116	−13·8	86·24	105	+21·7	221
14. Total Miscellaneous Offences	399·64	418	+ 4·6	255·03	237	− 7·0	655
IV. *Criminal Commitments*, 1845-6-7, *Reclassified in Groups.*							
1. Serious Offences against the Person, and Malicious Offences against Property — 1842-3-4	739·20	816	+10·3	478·46	402	−16·0	1,218
1. Serious Offences against the Person, and Malicious Offences against Property — 1845-6-7	614·33	644	+ 4·8	392·00	362	− 7·6	1,006
1. Serious Offences against the Person, and Malicious Offences against Property — 1842-7	1,353·53	1,460	+ 7·9	870·46	764	−12·0	2,224
2. Offences of all kinds against Property, exclusive of the Malicious — 1842-3-4	12,249·28	12,608	+ 2·9	7,928·39	7,569	− 4·5	20,177
2. Offences of all kinds against Property, exclusive of the Malicious — 1845-6-7	11,021·26	10,495	− 4·7	7,031·74	7,558	+ 7·5	18,053
2. Offences of all kinds against Property, exclusive of the Malicious — 1842-7	23,270·54	23,103	− ·7	14,960·13	15,127	+ 1·1	38,230
3. Assaults and Miscellaneous Offences — 1842-3-4	1,488·13	1,583	+ 6·4	963·21	868	− 9·8	2,451
3. Assaults and Miscellaneous Offences — 1845-6-7	1,000·41	903	− 9·8	638·26	736	+15·3	1,639
3. Assaults and Miscellaneous Offences — 1842-7	2,488·54	2,486	− ·1	1,601·47	1,604	+ ·2	4,090
V. *Total Commitments for Six Years*, 1842-7	26,777·74	26,682	− ·3	17,216·43	17,296	+ ·5	43,978

* The number of observations upon which these and the succeeding calculations are based is thrice the number here entered; these being all averages of three years' experience; while in the bottom line is added together the averages of the two periods of three years each.

Appendix III.

Summary Abstract in Three Principal Groups of the Average Number of Male Persons Committed for Trial at Assizes and Quarter Sessions for Offences of whatever kind, in each District and County of England and Wales, during the years 1842-3-4, as compared with the same during the three following years, 1845-6-7, and with the numbers which might be expected among the like Population of the same Ages on the Average of all England and Wales.

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men who signed the Marriage Register with Marks in 1844, above and below the Average.	§ IV.—1. More Serious Offences against the Person and Malicious Offences against Property combined.									
			Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments, 1842-7.	Calculated Average Commitments in 1842-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-7.
			1842-3-4.	1845-6-7.								
I. *Southern Agricultural and Maritime Counties.*												
I. A. Counties of Least Instruction:—												
Sussex	299,753	− 7·5	13·33	10·33	−22·5	21·96	−39·3	17·90	−42·3	23·66	39·86	−40·6
Hants	355,004	−11·1	29·00	20·99	−27·6	27·04	+ 7·2	22·04	− 4·7	49·99	49·08	+ 1·9
Dorset	175,043	+10·1	9·00	13·33	+48·1	12·20	−26·2	9·93	+34·2	22·33	22·13	+ ·9
Total—Least Instruction	829,800	− 5·9	51·33	44·65	−13·0	61·20	−16·1	49·87	−10·4	95·98	111·07	−13·6
I. B. Counties of Most Instruction:—												
Kent	548,337	−17·1	51·00	27·67	−45·7	42·26	+20·7	34·52	−19·8	78·67	76·78	+ 2·5
Devonshire	533,460	−11·9	26·67	27·68	+ 3·7	37·88	−29·6	30·60	− 9·5	54·35	68·48	−20·6
Total—Most Instruction	1,081,797	−14·3	77·67	55·35	−28·7	80·14	− 3·1	65·12	−15·0	133·02	145·26	− 8·4
Total — Southern Agricultural and Maritime Counties	1,911,597	−10·8	129·00	100·00	−22·5	141·34	− 8·8	114·99	−13·0	229·00	256·33	−10·6

II. *South Midland and Eastern Agricultural Counties.*												
II. A. Counties of Least Instruction, being the Eastern Counties:—												
Suffolk	315,073	+42·0	32·00	23·33	−27·0	22·93	+39·5	18·38	+26·9	55·33	41·31	+33·9
Cambridge	164,459	+33·5	14.67	18·00	+22·7	12·71	+15·4	10·55	+74·8	32·67	23·26	+40·5
Norfolk	412,664	+38·1	42·33	42·01	− ·7	29·71	+42·5	23·77	+80·5	84·34	53·48	+57·7
Essex	344,979	+42·4	37·33	29·00	−22·3	26·25	+42·2	21·20	+36·8	66·33	47·45	+39·8
Huntingdon	58,549	+38·0	4·33	1·34	−69·0	4·49	− 3·6	3·65	−63·3	5·67	8·14	−30·3
Total—Least Instruction	1,295,724	+39·3	130·66	113·68	−12·9	96·09	+36·0	77·55	+46·5	244·34	173·64	+40·7
II. B. Counties of Most Instruction, being the South Midland Counties:—												
Wiltshire	258,783	+26·5	20·67	23·34	+12·8	19·51	+ 5·9	15.60	+49·6	44·01	35·11	+25·3
Oxford	161,643	+ 5·0	9·67	10·66	+10·2	12·33	−21·5	9·87	+ 8·0	20·33	22·20	− 8·4
Berkshire	161,147	+28·6	12·00	7·67	−36·0	12·31	− 2·5	10·02	−23·4	19·67	22·33	−11·9
Total—Most Instruction	581,523	+21·0	42·34	41·67	− 1·5	44·15	− 4·1	35·49	+17·4	84·01	79·64	+ 5·5
Total—South Midland and Eastern Agricultural Counties	1,877,247	+33·8	173·00	155·35	−10·2	140·24	+23·3	113·04	+37·4	328·35	253·28	+29·6
III. *Metropolitan Counties; both in the Highest Scale of Instruction.*												
Middlesex	1,576,636	−59·7	106·66	115·66	+ 8·4	124·45	−14·3	102·26	+13·1	222·32	226·71	− 1·9
Surrey	582,678	−53·2	33·66	33·67	..	43·95	−23·4	36·40	− 7·5	67·33	80·35	−16·2
Total—Most Instruction	2,159,314	−58·1	140·32	149·33	+ 6·4	168·40	−16·7	138·66	+ 7·7	289·65	307·06	− 5·6
IV. *North Midland and North Eastern Agricultural Counties.*												
IV. A. Counties of Least Instruction, being the North Midland Counties:—												
Hereford	113·878	+11·2	5·33	7·66	+43·7	8·65	−38·4	6·76	+13·3	12·99	15·41	−15·7
Shropshire	239,048	+24·6	21·33	9·66	−54·7	18·50	+15·3	14·78	−34·6	30·99	33·28	− 6·9
Total—Least Instruction	352,926	+20·7	26·66	17·32	−35·0	27·15	− 1·8	21·54	−19·5	43·98	48·69	− 9·7

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men who signed the Marriage Register with Marks in 1844, above and below the Average.	§ IV.—I. More Serious Offences against the Person and Malicious Offences against Property combined.									
			Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments, 1842-7.	Calculated Average Commitments in 1842-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-7.
			1842-3-4.	1845-6-7.								
IV. B. Counties of Most Instruction, being the North Eastern Counties:—												
Lincolnshire	362,602	− 1·5	18·33	11·33	−38·1	28·21	−35·0	23·28	−51.2	29·66	51·49	−42·4
Northamptonshire	199,228	+15·6	13·33	13·33	..	15·30	−12·9	12·40	+ 7·5	26·66	27·70	− 3·7
Rutlandshire	21,302	−38·4	2·01	1·33	−33·8	1·61	+24·8	1·32	..	3·34	2·93	+14·0
Total—Most Instruction	583,132	+ 3·7	33·67	25·99	−22·8	45·12	−25·4	37·00	−29·7	59·66	82·12	−27·5
Total—North Midland and North Eastern Agricultural Counties	936,058	− 9.5	60·33	43·31	−28·2	72·27	−16·5	58·54	−26·0	103·64	130·81	−20·9
V. *South Midland Agricultural Counties, with Domestic Manufactures.*												
V. A. Counties of Least Instruction:—												
Bedfordshire	107,936	+53·0	13·33	8·00	−40·0	7·87	+69·4	6·47	+23·6	21·33	14·34	+48·8
Buckinghamshire	155,983	+30·2	16·67	13·33	−20·0	11·47	+45·3	9·15	+45·6	30·00	20·62	+45·6
Hertfordshire	157,207	+53·8	11·67	12·33	+ 5·6	11·83	− 1·3	9·64	+27·9	24·00	21·47	+11·8
Total—Least Instruction	421,126	+45·9	41·67	33·66	−19·2	31·17	+33·7	25·26	+33·2	75·33	56·43	+33·5
V. B. Counties of Most Instruction:—												
Somersetshire	435,982	+10·6	47·67	27·00	−43·3	31·98	+49·0	25·72	+ 4·9	74·67	57·70	+29·4
Total—Most Instruction	435,982	+10·6	47·67	27·00	−43·3	31·98	+49·0	25·72	+ 4·9	74·67	57·70	+29·4

Total—South Midland Agricultural Counties, with Domestic Manufactures.	857,108	+27·3	89·34	60·66	+32·1	63·15	+41·4	50·98	+19·0	150·00	114·13	+31·4
VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*												
VI. A. Counties of Least Instruction:—												
South Wales	515,283	+39·3	52·33	21·67	−58·5	39·11	+33·8	32·72	−33·7	74·00	71·83	+ 3·0
North Wales	396,320	+26·1	19·33	16·84	− 15·4	29·63	− 34·8	24·07	−32·1	35·67	53·70	− 33·6
Monmouthshire. . . .	134,355	+53·3	11·66	11·33	− 2·8	11·97	− 2·6	10·70	+ 5·9	22·99	22·67	+ 1·4
Total—Least Instruction . .	1,045,958	+36·8	83·32	49·34	−40·7	80·71	+ 3·2	67·49	−26·8	132·66	148·20	−10·5
VI. B. Counties of Most Instruction:												
Cornwall	341,279	+11·8	12·00	13·00	+ 8·3	24·47	−50·9	20·28	−35·9	25·00	44·75	−44·1
Total—Most Instruction . .	341,279	+11·8	12·00	13·00	+ 8·3	24·47	−50·9	20·28	−35·9	25·00	44·75	−44·1
Total — Western Agricultural and Mining Counties . . .	1,387,237	+30·9	95·32	62·34	−34·6	105·18	− 9·4	87·77	−29·1	157·66	192·95	−18·2
VII. *Northern Agricultural and Mining Counties.*												
VII. A. Counties of Least Instruction:												
Westmoreland	56,454	−36·2	1·00	3·66	+266·0	4·34	−77·0	3·41	+ 7·3	4·66	7.75	−39·9
North Riding	204,122	−31·4	11·11	11·33	+ 1·9	15·93	− 30·3	13·28	−14·6	22·44	29·21	−23·2
Durham.	324,284	−29·1	26·01	21·00	−19·2	25·52	+ 1·9	21·98	− 4·4	47·01	47·50	− 1·0
Total Least Instruction . . .	584,860	−30·4	38·12	35·99	− 5·5	45·79	− 16·8	38·67	− 7·9	74·11	84·46	−12·3
VII. B. Counties of Most Instruction:												
Cumberland	178,038	−52·1	5·67	6·00	+ 5·8	13·24	−57·2	10·46	−42·6	11·67	23·70	−50·8
East Riding, with City and Ainsty	233,257	−37·1	12·70	12·66	..	18·21	− 30·3	15·12	−16·2	25·36	33·33	−23·9
Northumberland	250,278	−51·3	15·66	14·66	− 6·3	19·21	− 18·5	15·56	− 5·8	30·32	34·77	−12·8
Total—Most Instruction. . .	661,573	−45·1	34·03	33·32	− 2·0	50·66	− 32·8	41·14	−19·0	67·35	91·80	−26·6
Total — Northern Agricultural and Mining Counties . . .	1,246,433	−38·2	72·15	69·31	− 3·9	96·45	− 25·3	79·81	−13·1	141·46	176·26	−19·7

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men who signed the Marriage Register with Marks in 1844, above and below the Average.	§ IV.—I. More Serious Offences against the Person and Malicious Offences against Property combined.									
			Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments, 1842-7.	Calculated Average Commitments in 1842-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-7.
			1842-3-4.	1845-6-7.								
VIII. *Northern and Midland Mining and Manufacturing Counties.*												
VIII. A. Counties of Least Instruction:												
Cheshire	395,660	+ 0·4	52·67	36·01	−31·6	30·76	+71·2	25·92	+38·9	88·68	56·68	+56·6
Lancashire	1,667,054	+22·1	122·66	116·66	− 4·8	133·20	− 7·9	114·60	+ 1·8	239·32	247·80	− 3·4
West Riding	1,154,101	+17·9	62·85	63·00	..	90·08	−30·2	74·96	−16·0	125·85	165·04	−23·7
Stafford	510,504	+31·3	77·67	40·67	−47·6	41 04	+89·2	35·25	+15·3	118·34	76·29	+55·1
Worcestershire	233,336	+37·3	24·66	23·33	− 5·4	17·49	+41·0	14·14	+65·0	47·99	31·63	+51·7
Total—Least Instruction	3,960,655	+21·5	340·51	279·67	−17·8	312·57	+ 8·9	264·87	+ 5·6	620·18	577·44	+ 7·4
VIII. B. Counties of Most Instruction:												
Derbyshire	272,217	−13·6	15·67	10·33	−34·1	20·98	−25·3	17·36	−40·5	26·00	38·34	−32·2
Gloucestershire	431,383	−13·2	34·67	29·34	−15·3	31·68	+ 9·4	25·91	+13·2	64·01	57·59	+11·1
Warwickshire	401,715	+ 0·3	32·34	22·01	−31·9	31·01	+ 4·2	26·30	−16·3	54·35	57·31	− 5·2
Leicestershire	215,867	− 2·8	21·67	12·68	−41·5	16·03	+35·2	13·07	− 3·0	34·35	29·10	+18·0
Nottinghamshire	249,910	+ 1·9	13·34	12·00	−10·0	18·36	−27·3	15·03	−20·1	25·34	33·39	−24·1
Total—Most Instruction	1,571,092	− 5·6	117·69	86·36	−26·6	118·06	− ·3	97·67	−11·5	204·05	215·73	− 5·4

Least Instructed Districts.												
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan)	1,877,247	+33·8	173·00	155·35	−10·2	140·24	+23·3	113·04	+37·4	328·35	253·28	+29·6
V. The South Midland Agricultural and Manufacturing Counties	857,108	+27·3	89·34	60·66	−32·1	63·15	+41·4	50·98	+19·0	150·00	114·13	+31·4
VI. The Western (Celtic) Agricultural and Mining Counties	1,387,237	+30·9	95·32	62·34	−34·6	105·18	− 9·4	87·77	−29·1	157·66	192·95	−18·2
VIII. The Northern and Midland Manufacturing and Mining Counties	5,531,747	+14·9	458·20	366·03	−20·1	430·63	+ 6·4	362·54	+ ·9	824·23	793·17	+ 3·9
Total of the Least Instructed Districts.	9,653,339	+21·0	815·86	644·38	−21·0	.739·20	+10·3	614·33	+ 4·8	1460·24	1353·53	+ 7·9
Most Instructed Districts.												
I. The Southern Agricultural and Maritime Counties .	1,911,597	−10·8	129·00	100·00	−22·5	141·34	− 8·8	114·99	−13·0	229·00	256·33	−10·6
III. The Two Metropolitan Counties	2,159,314	−58·1	140·32	149·33	+ 6·4	168·40	−16·7	138·66	+ 7·7	289·65	307·06	− 5·6
IV. The North Midland Agricultural Counties	936,058	+ 9·5	60·33	43·31	−28·2	72·27	−16·5	58·54	−26·0	103·64	130·81	−20·9
VII. The Northern Agricultural and Mining Counties . .	1,246,433	−38·2	72·15	69·31	− 3·9	96·45	−25 3	79·81	−13·1	141·46	176·26	−19·7
Total of the Most Instructed Districts	6,253,402	−32·5	401·80	361·95	− 9·9	478·46	−16·0	392·00	− 7·6	763·75	870·46	−12·0
Grand Total of England and Wales	15,906,741	..	1217·66	1006·33	−17·3	1217·66	..	1006·33	..	2223·99	2223·99	..

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APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men who signed the Marriage Register with Marks in 1844, above and below the Average.	§ IV.—I. More Serious Offences against the Person and Malicious Offences against Property combined.									
			Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments, 1842-7.	Calculated Average Commitments in 1842-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-7.
			1842-3-4.	1845-6-7.								
VIII. *Northern and Midland Mining and Manufacturing Counties.*												
VIII. A. Counties of Least Instruction:												
Cheshire	395,660	+ 0·4	52·67	36·01	−31·6	30·76	+71·2	25·92	+38·9	88·68	56·68	+56·6
Lancashire	1,667,054	+22·1	122·66	116·66	− 4·8	133·20	− 7·9	114·60	+ 1·8	239·32	247·80	− 3·4
West Riding	1,154,101	+17·9	62·85	63·00	..	90·08	−30·2	74·96	−16·0	125·85	165·04	−23·7
Stafford	510,504	+31·3	77·67	40·67	−47·6	41 04	+89·2	35·25	+15·3	118·34	76·29	+55·1
Worcestershire	233,336	+37·3	24·66	23·33	− 5·4	17·49	+41·0	14·14	+65·0	47·99	31·63	+51·7
Total—Least Instruction	3,960,655	+21·5	340·51	279·67	−17·8	312·57	+ 8·9	264·87	+ 5·6	620·18	577·44	+ 7·4
VIII. B. Counties of Most Instruction:												
Derbyshire	272,217	−13·6	15·67	10·33	−34·1	20·98	−25·3	17·36	−40·5	26·00	38·34	−32·2
Gloucestershire	431,383	−13·2	34·67	29·34	−15·3	31·68	+ 9·4	25·91	+13·2	64·01	57·59	+11·1
Warwickshire	401,715	+ 0·3	32·34	22·01	−31·9	31·01	+ 4·2	26·30	−16·3	54·35	57·31	− 5·2
Leicestershire	215,867	− 2·8	21·67	12·68	−41·5	16·03	+35·2	13·07	− 3·0	34·35	29·10	+18·0
Nottinghamshire	249,910	+ 1·9	13·34	12·00	−10·0	18·36	−27·3	15·03	−20·1	25·34	33·39	−24·1
Total—Most Instruction	1,571,092	− 5·6	117·69	86·36	−26·6	118·06	− ·3	97·67	−11·5	204·05	215·73	− 5·4
Total—North Midland Mining and Manufacturing Counties.	5,531,747	+14·9	458·20	366·03	−20·1	430·63	+ 6·4	362·54	+ ·9	824·23	793·17	+ 3·9

Least Instructed Districts.												
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan)	1,877,247	+33·8	173·00	155·35	−10·2	140·24	+23·3	113·04	+37·4	328·35	253·28	+29·6
V. The South Midland Agricultural and Manufacturing Counties	857,108	+27·3	89·34	60·66	−32·1	63·15	+41·4	50·98	+19·0	150·00	114·13	+31·4
VI. The Western (Celtic) Agricultural and Mining Counties	1,387,237	+30·9	95·32	62·34	−34·6	105·18	− 9·4	87·77	−29·1	157·66	192·95	−18·2
VIII. The Northern and Midland Manufacturing and Mining Counties	5,531,747	+14·9	458·20	366·03	−20·1	430·63	+ 6·4	362·54	+ ·9	824·23	793·17	+ 3·9
Total of the Least Instructed Districts.	9,653,339	+21·0	815·86	644·38	−21·0	.739·20	+10·3	614·33	+ 4·8	1460·24	1353·53	+ 7·9
Most Instructed Districts.												
I. The Southern Agricultural and Maritime Counties .	1,911,597	−10·8	129·00	100·00	−22·5	141·34	− 8·8	114·99	−13·0	229·00	256·33	−10·6
III. The Two Metropolitan Counties	2,159,314	−58·1	140·32	149·33	+ 6·4	168·40	−16·7	138·66	+ 7·7	289·65	307·06	− 5·6
IV. The North Midland Agricultural Counties	936,058	+ 9·5	60·33	43·31	−28·2	72·27	−16·5	58·54	−26·0	103·64	130·81	−20·9
VII. The Northern Agricultural and Mining Counties . .	1,246,433	−38·2	72·15	69·31	− 3·9	96·45	−25 3	79·81	−13·1	141·46	176·26	−19·7
Total of the Most Instructed Districts	6,253,402	−32·5	401·80	361·95	− 9·9	478·46	−16·0	392·00	− 7·6	763·75	870·46	−12·0
Grand Total of England and Wales	15,906,741	..	1217·66	1006·33	−17·3	1217·66	..	1006·33	..	2223·99	2223·99	..

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APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	§ IV.—2. Offences against Property of all Kinds, exclusive of the "Malicious."									
	Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
	1842-3-4.	1845-6-7.								
I. *Southern Agricultural and Maritime Counties.*										
I. A. Counties of least Instruction:—										
Sussex	362·67	336·00	− 7·3	363·82	− ·3	320·97	+ 4·7	698·67	684·79	+ 2·0
Hants	442·00	482·68	+ 9·2	448·10	− 1·3	395·10	+22·2	924·68	843·20	+ 9·6
Dorset	170·33	179·67	+ 5·5	202·09	−15·7	177·93	+ 1·0	350·00	380·02	− 7·9
Total—Least Instruction	975·00	998·35	+ 2·4	1014·01	− 3·8	894·00	+11·7	1973·35	1908·01	+ 3·4
I. B. Counties of Most Instruction:—										
Kent	739·66	611·00	−17·3	700·36	+ 5·6	619·26	− 1·3	1350·66	1319·62	+ 2·3
Devonshire	478·00	526·34	+10·1	627·80	−23·8	548·60	− 4·1	1004·34	1176·40	−14·6
Total—Most Instruction	1217·66	1137·34	+ 6·5	1328·16	−8·3	1167·86	− 2·6	2355·00	2496·02	− 5·6
Total—Southern Agricultural and Maritime Counties	2192·66	2135·69	− 2·5	2342·17	− 6·4	2061·86	+ 3·6	4328·35	4404·03	− 1·7
II. *South Midland and Eastern Agricultural Counties.*										
II. A. Counties of Least Instruction, being the Eastern Counties:—										
Suffolk	441·33	339·01	−23·1	379·96	+16·1	329·69	+ 2·8	780·34	709·65	+ 9·9
Cambridge	199·33	177·00	−11·2	210·70	− 5·4	189·27	− 6·5	376·33	399·97	− 5·9

II. B. Counties of Most Instruction, being the South Midland Counties:–										
Wiltshire	371·00	328·67	−11·4	323·23	+14·8	279·98	+17.4	699·67	603·21	+15·9
Oxford	234·33	209·99	−10·3	204·28	+14·7	177·06	+18·6	444·32	381·34	+16·5
Berkshire	227·67	211·66	− 7·0	204·00	+11·6	179·68	+17·8	439·33	383·68	+14·5
Total—Most Instruction . . .	833·00	750·32	− 9·9	731·51	+13·9	636·72	+17·8	1583·32	1368·23	+15·7
Total—South Midland and Eastern Agricultural Counties . . .	2638·01	2309·98	−12·4	2323·87	+13·5	2027·90	+13·9	4947·99	4351·77	+13·6
III. *Metropolitan Counties; both in the Highest Scale of Instruction.*										
Middlesex	2698·33	3146·34	+16·6	2062·26	+30·8	1835·12	+71·4	5844·67	3897·38	+50·0
Surrey	647·34	742·67	+14·7	728·25	−11·1	653·30	+13·7	1390·01	1381·55	+ ·6
Total—Most Instruction . . .	3345·67	3889·01	+16·2	2790·51	+19·9	2488·42	+56·3	7234·68	5278·93	+37·0
IV. *North Midland and North Eastern Agricultural Counties.*										
IV. A. Counties of Least Instruction, being the North Midland Counties:—										
Hereford	184·67	138·01	−26·3	143·39	+28·8	121·24	+13·8	322·68	264·63	+21·9
Shropshire	350·67	186·67	−46·7	306·50	+14·4	265·16	−29·6	537·34	571·66	− 6·0
Total—Least Instruction . . .	535·34	324·68	−39·3	449·89	+19·0	386·40	−16·0	860·02	836·29	+ 2·8

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	§ IV.—2. Offences against Property of all Kinds, exclusive of the "Malicious."									
	Average Actual Committals in									
	1842-3-4.	1845-6-7.	Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Committments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
IV. B. Counties of Most Instruction, being the North Eastern Counties:—										
Lincolnshire	392·00	318·67	−18·7	467·50	−16·1	417.79	−23·7	710·67	885·29	−19·7
Northamptonshire	214·34	198·33	− 7·4	253·46	−15·4	222·42	−10·9	412·67	475·88	−13·3
Rutlandshire	25·33	21·00	−17·0	26·65	− 4·9	23·55	−10·9	46·33	55·20	− 7·7
Total—Most Instruction	631·67	538·00	−14·8	747·61	−15·5	663·76	−18·9	1169·67	1411·37	−17·1
Total—North Midland and North Eastern Agricultural Counties	1167·01	862·68	−26·0	1197·50	− 2·5	1050·16	−17·8	2029·69	2247·66	− 9·7
V. *South Midland Agricultural Counties, with Domestic Manufactures.*										
V. A. Counties of Least Instruction:—										
Bedfordshire	160·00	131·00	−18·1	130·41	+22·7	116·00	+13·0	291·00	241·46	+18·1
Buckinghamshire	235·33	235·33	..	190·01	+23·8	163·98	+43·5	470·66	353 99	+33·0
Hertfordshire	236·33	204·34	−13·5	196 04	+20·5	172·70	+18·3	440·67	268·74	+19·5
Total—Least Instruction	631·66	570·67	− 9·6	516·46	+22·3	452·68	+26·0	1202·33	969·14	+24·0
V. B. Counties of Most Instruction:—										
Somersetshire	740·67	547·33	−26·1	529·98	+39·7	461·39	+18·6	1288·00	991·37	+29·9
Total—Most Instruction	740·67	547·33	−26·1	529·98	+39·7	461·39	+18·6	1288·00	991·37	+29·9
Total—South Midland Agricultural Counties, with Domestic Manufactures	1372·33	1118·00	−18·5	1046·44	+31·1	914·07	+22·3	2490·33	1960·51	+27·0

VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*										
VI. A. Counties of Least Instruction:—										
South Wales	263·67	249·00	− 5·5	648·09	−59·3	586·99	−57·6	512·67	1235·08	−58·5
North Wales	185·67	172·66	− 7·0	491·00	−62·2	431·75	−60·0	358·33	922·75	−61·0
Monmouthshire	163·00	154·67	− 5·1	198·33	−17 8	191·90	−19·4	317·67	390·23	−18·6
Total—Least Instruction	612·34	576·33	− 5·8	1337·42	−54·2	1210·64	−52·4	1188·67	2548·06	−53·3
VI. B. Counties of Most Instruction:—										
Cornwall	174·34	181·99	+ 4·3	405·48	−57·0	363·72	−50·0	356·33	769·20	−53·7
Total—Most Instruction	174·34	181·99	+ 4·3	405·48	−57·0	363·72	−50·0	356·33	769·20	−53·7
Total—Western Agricultural and Mining Counties	786·68	758·32	− 3·5	1742·90	−54·9	1574·36	−51·3	1545·00	3317·26	−53·4
VII. *Northern Agricultural and Mining Counties.*										
VII. A. Counties of Least Instruction:—										
Westmorelaud	22·33	37·01	+65·7	71·90	−68·9	61·06	−39·3	59·34	132·96	−55·4
North Riding	194·77	142·33	−26·9	264·00	−26·2	238·12	−40·2	337·10	502·12	−32·9
Durham	184·66	148·00	−19·8	422·82	−56·3	394·24	−62·4	332·66	817·06	−59·3
Total—Least Instruction	401·76	327·34	−18·5	758·72	−47·0	693·42	−52·8	729·10	1452·14	−49·8
VII. B. Counties of Most Instruction:—										
Cumberland	66·67	74·34	+11.5	219·47	−69·6	187·52	−60·3	141·01	406·99	−65·3
East Riding, with City and Ainsty	222·60	163·00	−26·7	301·68	−26·2	271·26	−39·9	385·60	572·94	−32·7
Northumberland	173·00	106·01	−38·7	318·34	−45·6	279·10	−62·0	279·01	597·44	−53·3
Total—Most Instruction	462·27	343·35	−25·7	839·49	−44·9	737·88	−53·5	805·62	1577·37	−49·0
Total—Northern Agricultural and Mining Counties	864·03	670·69	−22·3	1598·21	−45·9	1431·30	−53·1	1534·72	3029·51	−49·3

APPENDIX III.—*continued.*

§ IV.—2. Offences against Property of all Kinds, exclusive of the "Malicious."

DISTRICTS AND COUNTIES.	Average Actual Committals in 1842-3-4.	Average Actual Committals in 1845-6-7.	Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
VIII. *Northern and Midland Mining and Manufacturing Counties.*										
VIII. A. Counties of Least Instruction:—										
Cheshire	664·67	514·34	−22·6	509·67	+30·4	464·88	+10·6	1179·01	974·55	+21·0
Lancashire	2372·67	2012·01	−15·2	2207·30	+ 7·5	2056·66	− 2·2	4384·68	4263·96	+ 2·8
West Riding	1101·96	806·53	−26·8	1492·65	−26·2	1344·94	−40·0	1908·29	2837·59	−32·8
Staffordshire	743·66	582·99	−21·6	680·17	+ 9·3	632·35	− 7·8	1326·65	1312·52	+ 1·1
Worcestershire	464·33	400·67	−13·7	289·79	+60·2	253·82	−56·9	865·00	543·61	+59·1
Total—Least Instruction	5347·29	4316·34	−19·2	5179·58	+ 3·2	4752·65	− 9·2	9663·63	9932·23	− 2·7
VIII. B. Counties of Most Instruction:—										
Derbyshire	218·67	156·33	−28·5	347·60	−37·1	311·38	−49·8	375·00	658·98	−43·1
Gloucestershire	867·00	726·32	−16·2	524·95	+65·1	464·89	+56·2	1593·32	989·84	+60·9
Warwickshire	741·32	634·32	−14·4	513·95	+44·2	471·86	+34·4	1375·64	985·81	+39·5
Leicestershire	376·00	251·66	−33·0	265·76	+41·5	234·63	+ 7·3	627·66	500·39	+25·4
Nottinghamshire	261·00	223·66	−14·3	304·23	−14·2	269·52	−17·0	484·66	573·75	−15·5
Total—Most Instruction	2463·99	1992·29	−19·1	1956·49	+26·0	1752·28	+13·7	4456·28	3708·77	+20·1
Total—North Midland Mining and Manufacturing Counties	7811·28	6308·63	−19·2	7136·07	+ 9·4	6504·93	− 3·0	14119·91	13641·00	+ 3·5

Least Instructed Districts.										
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan) . .	2638·01	2309·98	−12·4	2323·87	+13·5	2027·90	+13·9	4947·99	4351·77	+13·6
V. The South Midland Agricultural and Manufacturing Counties.	1372·33	1118·00	−18·5	1046·44	+31·1	914·07	+22·3	2490·33	1960·51	+27·0
VI. The Western (Celtic) Agricultural and Mining Counties .	786·68	758·32	− 3·5	1742·90	−54·9	1574·36	−51·3	1545·00	3317·26	−53·4
VIII. The Northern and Midland Manufacturing and Mining Counties	7811·28	6308·63	−19·2	7136·07	+ 9·4	6504·93	− 3·0	14119·91	13641·00	+ 3·5
Total of the Least Instructed Districts	12608·30	10494·93	−16·7	12249·28	+ 2·9	11021·26	− 4·7	23103·23	23270·54	− ·7
Most Instructed Districts.										
I. The Southern Agricultural and Maritime Counties . . .	2192·66	2135·69	− 2·5	2342·17	− 6·4	2061·86	+ 3·6	4328·35	4404·03	− 1·7
III. The Two Metropolitan Counties	3345·67	3889·01	+16·2	2790·51	+19·9	2488·42	+56·3	7234·68	5278·93	+37·0
IV. The North Midland Agricultural Counties	1167·01	862·68	−26·0	1197·50	− 2·5	1050·16	−17·8	2029·69	2247·66	− 9·7
VII. The Northern Agricultural and Mining Counties	864·03	670·69	−22·3	1598·21	−45·9	1431·30	−53·1	1534·72	3029·51	−49·3
Total of the Most Instructed Districts	7569·37	7558·07	− ·1	7928·39	− 4·5	7031·74	+ 7·5	15127·44	14960·13	+ 1·1
Grand Total of England and Wales	20177·67	18053·00	−10·5	20177·67	..	18053·00	..	38230·67	38230·67	..

Appendix III.—*continued.*

DISTRICTS AND COUNTIES.	§ IV.—3. Assaults and Miscellaneous Offences of all Kinds.									
	Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
	1842-3-4.	1845-6-7.								
I. *Southern Agricultural and Maritime Counties.*										
I. A. Counties of Least Instruction:—										
Sussex	30·33	32·67	+ 7·7	44·20	−31·4	29·13	+12·1	63·00	73·33	−14·1
Hants	46·00	35·67	−22·4	54·44	−15·5	35·86	− ·5	81·67	90·30	− 9·5
Dorset	13·67	17·33	+26·7	24·55	−44·3	16·14	+ 7·3	31·00	40·69	−23·8
Total—Least Instruction	90·00	85·67	− 4·8	123·19	−26·9	81·13	+ 5·6	175·67	204·32	−14·0
I. B. Counties of Most Instruction:—										
Kent	61·67	45·33	−26·4	85·09	−27·5	56·22	−19·3	107·00	141·31	−24·2
Devonshire	45·00	51·32	+14·0	76·27	−41·0	45·80	+ 3·0	96·32	126·07	−23·6
Total—Most Instruction	106·67	96·65	− 9·3	161·36	−33·9	106·02	− 8·8	203·32	267·38	−23·9
Total—Southern Agricultural and Maritime Counties	196·67	182·32	− 7·3	284·43	−30·9	187·15	− 2·5	378·99	471·70	−19·6
II.—*South Midland and Eastern Agricultural Counties.*										
II. A. Counties of Least Instruction, being the Eastern Counties:—										
Suffolk	−27·33	23·66	−13·4	46·16	−40·8	29·53	−20·9	50·99	76·09	−33·0
Cambridge	16·67	29·00	+73·9	25·60	−35·0	17·18	+68·8	45·67	42·78	+ 6·8

VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*										
VI. A. Counties of Least Instruction:—										
South Wales	73·00	44·33	−39·2	78·73	− 7·3	53·29	− 16·8	117·33	132·02	−11·1
North Wales	30·67	21·66	−29·3	59·65	−48·6	39·18	− 44·7	52·33	98·83	−47·0
Monmouthshire	32·67	14·34	−56·0	24·09	+35·6	17·40	− 17·6	47·01	41·49	+13·3
Total—Least Instruction	136·34	80·33	−41·0	162·47	−16·1	109·87	− 26·9	216·67	272·34	−20·4
VI. B. Counties of Most Instruction:—										
Cornwall	31·66	33·67	+ 6·3	49·26	−35·7	33·00	+ 2·0	65·33	82·26	−20·5
Total—Most Instruction	31·66	33·67	+ 6·3	49·26	−35·7	33·00	+ 2·0	65·33	82·26	−20·5
Total—Western Agricultural and Mining Counties	168·00	114·00	−32·1	211·73	−20·6	142·87	− 20·2	282·00	354·60	−20·4
VII. *Northern Agricultural and Mining Counties.*										
VII. A. Counties of Least Instruction:—										
Westmoreland	4·00	4·00	..	8·73	−54·2	5·53	− 27·7	8·00	14·26	−43·9
North Riding	29·79	10·34	−65·2	32·07	− 7·1	21·60	− 52·1	40·13	53·67	−25·2
Durham	43·33	22·66	−47·7	51·36	−15·6	35·78	− 36·7	65·99	87·14	−24·2
Total—Least Instruction	77·12	37·00	−52·0	92·16	−16·3	62·91	− 41·2	114·12	155·07	−26·4
VII. B. Counties of Most Instruction:—										
Cumberland	9·33	11·33	+21·4	26·66	−65·0	17·02	− 33·4	20·66	43·68	−52·7
East Riding, with City and Ainsty	34·03	11·67	−65·7	36·68	− 7·2	24·62	− 52·6	45·70	61·30	−25·4
Northumberland	22·67	15·33	−32·3	38·67	−41·4	25·34	− 39·5	38·00	64·01	−40·6
Total—Most Instruction	66·03	38·33	−41·9	102·01	−35·5	66·98	− 42·8	104·36	168·99	−38·2
Total—Northern Agricultural and Mining Counties	143·15	75·33	−47·3	194·17	−26·3	129·89	− 42·0	218·48	324·06	−32·6

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	§ IV.—3. Assaults and Miscellaneous Offences of all Kinds.									
	Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
	1842-3-4.	1845-6-7.								
IV. B. Counties of Most Instruction, being the North-Eastern Counties:—										
Lincolnshire	34·34	23·00	−33·0	56·80	−39·5	37·93	− 39·3	57·34	94·73	−39·4
Northamptonshire	43·33	20·00	−30·7	30·79	+40·7	20·18	− ·9	63·33	50·97	+24·2
Rutlandshire	4·66	4·67	..	3·24	+43·8	2·13	+119·2	9·33	5·37	+73·7
Total—Most Instruction	82·33	47·67	−42·1	90·83	− 9·3	60·24	− 20·8	130·00	151·07	−13·3
Total—North-Midland and North-Eastern Agricultural Counties	120·33	69·11	−42·5	145·48	−17·3	95·30	− 27·5	189·34	240·78	−21·3
V. *South-Midland Agricultural Counties, with Domestic Manufactures.*										
V. A. Counties of Least Instruction:—										
Bedfordshire	10·31	15·00	+45·7	15·84	−34·7	10·53	+ 42·4	25·34	26·37	− 3·9
Buckinghamshire	14·33	23·34	+62·8	23·08	−37·9	14·87	+ 57·0	37·67	37·95	− ·7
Hertfordshire	15·00	16·33	+ 8·8	23·81	−37·0	15·66	+ 4·3	31·33	39·47	−20·6
Total—Least Instruction	39·67	54·37	+37·8	62·73	−36·7	41·06	+ 33·1	94·34	103·79	− 9·1
V. B. Counties of Most Instruction:—										
Somersetshire	108·99	63·67	−41·5	64·39	+69·2	41·89	+ 52·0	172·66	106·28	+62·4
Total—Most Instruction	108·99	63·67	−41·5	64·39	+69·2	41·89	+ 52·0	172·66	106·28	+62·4
Total—South-Midland Agricultural Counties, with Domestic Manufactures	148·66	118·34	−20·4	127·12	+16·9	82·95	+ 42·6	267·00	210·07	+27·1

VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*										
VI. A. Counties of Least Instruction:—										
South Wales	73·00	44·33	−39·2	78·73	− 7·3	53·29	− 16·8	117·33	132·02	−11·1
North Wales	30·67	21·66	−29·3	59·65	−48·6	39·18	− 44·7	52·33	98·83	−47·0
Monmouthshire	32·67	14·34	−56·0	24·09	+35·6	17·40	− 17·6	47·01	41·49	+13·3
Total—Least Instruction	136·34	80·33	−41·0	162·47	−16·1	109·87	− 26·9	216·67	272·34	−20·4
VI. B. Counties of Most Instruction:—										
Cornwall	31·66	33·67	+ 6·3	49·26	−35·7	33·00	+ 2·0	65·33	82·26	−20·5
Total—Most Instruction	31·66	33·67	+ 6·3	49·26	−35·7	33·00	+ 2·0	65·33	82·26	−20·5
Total—Western Agricultural and Mining Counties	168·00	114·00	−32·1	211·73	−20·6	142·87	− 20·2	282·00	354·60	−20·4
VII. *Northern Agricultural and Mining Counties.*										
VII. A. Counties of Least Instruction:—										
Westmoreland	4·00	4·00	..	8·73	−54·2	5·53	− 27·7	8·00	14·26	−43·9
North Riding	29·79	10·34	−65·2	32·07	− 7·1	21·60	− 52·1	40·13	53·67	−25·2
Durham	43·33	22·66	−47·7	51·36	−15·6	35·78	− 36·7	65·99	87·14	−24·2
Total—Least Instruction	77·12	37·00	−52·0	92·16	−16·3	62·91	− 41·2	114·12	155·07	−26·4
VII. B. Counties of Most Instruction:—										
Cumberland	9·33	11·33	+21·4	26·66	−65·0	17·02	− 33·4	20·66	43·68	−52·7
East Riding, with City and Ainsty	34·03	11·67	−65·7	36·68	− 7·2	24·62	− 52·6	45·70	61·20	−25·4
Northumberland	22·67	15·33	−32·3	38·67	−41·4	25·34	− 39·5	38·00	64·01	−40·6
Total—Most Instruction	66·03	38·33	−41·9	102·01	−35·5	66·98	− 42·8	104·36	168·99	−38·2
Total—Northern Agricultural and Mining Counties	143·15	75·33	−47·3	194·17	−26·3	129·89	− 42·0	218·48	324·06	−32·6

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	§ IV.—3. Assaults and Miscellaneous Offences of all Kinds.									
	Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Average Commitments in 1842-3-4.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
	1842-3-4.	1845-6-7.								
VIII. *Northern and Midland Mining and Manufacturing Counties.*										
VIII. A. Counties of Least Instruction:—										
Cheshire	80·33	51·99	−35·2	61·92	+ 29·7	42·20	+23·2	132·32	104·12	+27·1
Lancashire	366·00	196·00	−46·4	268·16	+ 36·5	186·74	+ 4·9	562·00	454·90	+23·5
West Riding	168·52	58·00	−65·5	181·34	− 7·7	122·10	−52·5	226·52	303·44	−25·3
Staffordshire	173·00	51·67	−70·1	82·63	+109·3	57·40	−10·0	224·67	140·03	+39·0
Worcestershire	43·68	30·67	−29·7	35·21	+ 24·0	23·04	+33·1	74·35	58·25	+27·6
Total—Least Instruction	831·53	388·33	−53·3	629·26	+ 32·1	431·48	−10·0	1219·86	1060·74	+15·0
VIII. B. Counties of Most Instruction:—										
Derbyshire	42·33	26·00	−38·4	42·23	+ ·2	28·26	− 8·0	68·33	70·49	− 3·0
Gloucestershire	53·66	22·01	−59·0	63·78	− 15·9	42·20	−47·8	75·67	105·98	−28·6
Warwickshire	56·01	37·00	−34·0	62·44	− 10·3	42·84	−13·6	93·01	105·28	−11·6
Leicestershire	36·33	29·33	−19·2	32·29	+ 12·5	21·30	+37·7	65·66	53·59	+22·5
Nottinghamshire	36·33	12·67	−65·1	36·96	− 1·7	24·45	−48·1	49·00	61·41	−20·2
Total—Most Instruction	224·66	127·01	−43·4	237·70	− 5·5	159·05	−20·1	351·67	396·75	−11·3
Total—North-Midland Mining and Manufacturing Counties	1056·19	515·34	−51·2	686·96	+ 21·8	590·53	−12·7	1571·53	1457·49	+ 7·8

Least Instructed Districts.										
II. The South-Midland and Eastern Agricultural Counties (exclusive of the Metropolitan) . .	210·33	154·67	−26·4	282·32	− 25·5	184·06	−15·9	365·00	466·38	−21·7
V. TheSouth-Midland Agricultural and Manufacturing Counties	148·66	118·34	−20·4	127·12	+ 16·9	82·95	+42·6	267·00	210·07	+27·1
VI. The Western (Celtic) Agricultural and Mining Counties .	168·00	114·00	−32·1	211·73	− 20·6	142·87	−20·2	282·00	354·60	−20·4
VIII. The Northern and Midland Manufacturing and Mining Counties	1056·19	515·34	−51·2	866·96	+ 21·8	590·53	−12·7	1571·53	1457·49	+ 7·8
Total of the Least Instructed Districts	1583·18	902·35	−43·0	1488·13	+ 6·4	1000·41	− 9·8	2485·53	2488·54	− ·1
Most Instructed Districts.										
I. The Southern Agricultural and Maritime Counties . . .	196·67	182·32	− 7·3	284·55	+ 30·9	187·15	− 2·5	378·99	471·70	−19·6
III. The Two Metropolitan Counties	408·01	409·66	+ ·4	339·01	+ 20·3	225·92	+81·3	817·67	564·93	+44·7
IV. The North-Midland Agricultural Counties	120·33	69·01	−42·5	145·48	− 17·3	95·30	−27·5	189·34	240·78	−21·3 −32·6
VII. The Northern Agricultural and Mining Counties	143·15	75·33	−47·3	194·17	− 26·3	129·89	−42·0	218·48	324·06	. .
Total of the Most Instructed Districts	868·16	736·32	−15·2	963·21	− 9·8	638·26	+15·3	1604·48	1601·47	+ ·2
Grand Total of England and Wales	2451·34	1638·67	−33·1	2451·34	. .	1638·67	. .	4090·1	4090·1	. .

APPENDIX III.—*continued.*

DISTRICTS AND COUNTIES.	§ II.—8. Total Offences of all Kinds.										
	Average Actual Committals in		Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Annual Average of Commitments in Three Years 1842-3-4, out of a Male Population of the like Number and Ages.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Difference between these Ratios per Centage of 1845-6-7 and those of 1842-3-4 in their relative inclination.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
	1842-3-4.	1845-6-7.									
I. *Southern Agricultural and Maritime Counties.*											
I. A. Counties of Least Instruction:—											
Sussex	406·33	379·00	− 6·7	419·76	− 3·4	368·63	+ 2·8	+ 6·2	784·67	788·39	− ·5
Hants	517·00	539·34	+ 4·3	516·99	− 1·3	453·09	+19·0	+29·3	1049·66	970·08	+ 8·2
Dorset	193·00	210·33	+ 8·9	233·16	−19·2	204·69	+ 2·7	+21·9	393·66	437·85	−10·1
Total—Least Instruction	1116·33	1128·67	+ 1·1	1169·91	− 6·0	1026·41	+ 9·9	+15·9	2227·99	2196·32	+ 1·4
I. B. Counties of Most Instruction:—											
Kent	852·33	684·00	−19·7	808·04	+ 3·4	710·74	− 3·7	− 7·1	1519·33	1518·78	..
Devonshire	549·67	605·34	+10·1	724·33	−24·7	629·51	− 3·8	+20·9	1152·33	1353·84	−14·8
Total—Most Instruction	1402·00	1289·34	− 8·0	1532·37	− 9·8	1340·25	− 3·8	+ 6·0	2671·66	2872·62	− 7·0
Total—Southern Agricultural and Maritime Counties	2518·33	2418·01	− 3·9	2702·28	− 8·2	2366·66	+ 2·1	+10·3	4899·65	5068·94	− 3·3
II. *South Midland and Eastern Agricultural Counties.*											
II. A. Counties of Least Instruction, being the Eastern Counties:—											
Suffolk	500·66	386·00	−22·9	438·38	+12·3	378·37	+ 2·0	−10·3	877·33	816·75	+ 7·4
Cambridge	230·67	224·00	− 2·8	243·09	− 6·2	217·18	+ 3·1	+ 9·3	452·00	460·27	− 1·8

Norfolk	669·00	583·00	−12·8	568·10	+16·2	489·09	+19·2	+ 3·0	1243·33	1057·19	+17·6
Essex	597·00	510·00	−14·5	501·83	+17·5	436·04	+16·9	·· ·6	1099·67	937·87	+17·2
Huntingdon	60·67	71·00	+17·0	85·78	−30·4	74·93	− 5·2	+25·2	130·67	160·71	−18·7
Total—Least Instruction	2058·00	1774·00	−13·8	1837·18	+10·4	1595·61	+11·2	+ 0·8	3803·00	3432·79	+10·7
II. B. Counties of Most Instruction, being the South Midland Counties:—											
Wiltshire	421·00	373·00	−11·4	372·93	+11·6	320·98	+16·2	+ 4·6	789·34	693·91	+13·7
Oxford	273·67	236·00	−15·9	235·69	+12·9	203·40	+16·0	+ 3·1	502·00	439·09	+14·3
Berkshire	268·67	237·00	−11·8	235·36	+ 9·6	206·48	+14·8	+ 5·2	495·00	441·84	+12·0
Total—Most Instruction	963·34	846·00	−12·2	843·98	+11·4	730·86	+15·7	+ 4·3	1786·34	1574·84	+13·4
Total—South Midland and Eastern Agricultural Counties	3021·34	2620·00	−13·2	2681·16	+10·7	2326·47	+12·6	+ 1·9	5589·34	5007·63	+11·6
III. *Metropolitan Counties; both in the Highest Scale of Instruction.*											
Middlesex	3154·67	3620·00	+14·7	2379·33	+28·4	2103·99	+72·1	+43·7	6675·00	4483·32	+49·0
Surrey	739·33	828·00	+12·0	840·22	−13·3	749·26	+10·5	+23·8	1556·33	1589·48	− 2·1
Total—Most Instruction	3894·00	4448·00	+14·2	3219·55	+17·5	2853·25	+55·9	+38·4	8231·33	6072·80	+35·5
IV. *North Midland and North Eastern Agricultural Counties.*											
IV. A. Counties of Least Instruction, being the North Midland Counties:—											
Hereford	198·33	157·00	−20·8	165·44	+19·3	139·55	+12·5	+ 6·8	354·33	304·99	+16·1
Shropshire	401·67	206·34	−48·6	353·62	+12·7	304·65	−32·2	−44·9	605·00	658·27	− 8·1
Total—Least Instruction	600·00	363·34	−39·4	519·06	+14·8	444·20	−18·2	−33·0	959·33	963·26	− ·4
IV. B. Counties of Most Instruction, being the North-Eastern Counties:—											
Lincolnshire	444·67	353·00	−20·6	539·38	−19·6	479·42	−26·4	− 6·8	786·67	1018·80	−22·7
Northamptonshire	271·00	231·66	−14·5	292·43	−10·9	255·16	− 9·2	+ 1·7	492·34	547·59	−10·1

APPENDIX III.—*continued.*

§ II.—8. Total Offences of all Kinds.

DISTRICTS AND COUNTIES.	Average Actual Committals in 1842-3-4.	Average Actual Committals in 1845-6-7.	Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Annual Average of Commitments in Three Years, 1842-3-4, out of a Male Population of the like Number and Ages.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Difference between these latter per Centages of 1845-6-7, and those of 1842-3-4 in their relative inclination.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
Rutlandshire	32·00	27·00	−15·6	30·75	+ 1·9	26·83	+ ·6	− 1·3	58·33	57·58	+ 1·3
Total—Most Instruction . . .	747·67	611·66	−18·2	862·56	−15·9	761·41	−19·6	− 3·7	1337·34	1623·97	−17·6
Total—North Midland and North Eastern Agricultural Counties .	1347·67	975·00	−27·6	1381·62	− 4·3	1205·61	−19·1	−14·8	2296·67	2587·23	−11·2
V. *South Midland Agricultural Counties, with Domestic Manufactures.*											
V. A. Counties of Least Instruction:—											
Bedfordshire	183·67	154·00	−16·1	150·46	+21·4	133·79	+15·1	− 6·3	336·67	284·25	+18·4
Buckinghamshire	266·33	272·00	+ 2·1	219·22	+20·0	188·58	+44·2	+24·2	535·00	407·80	+31·2
Hertfordshire	263·00	233·00	−11·4	226·18	+14·2	198·30	+17·5	+ 5·3	491·33	424·48	+15·7
Total—Least Instruction . . .	713·00	659·00	− 7·5	595·86	+18·2	520·67	+26·5	+ 8·3	1363·00	1116·53	+22 1
V. B. Counties of Most Instruction:—											
Somersetshire	897·33	638·00	−28·9	611·47	+37·6	529·71	+20·4	−17·2	1480·67	1141·18	+29·7
Total—Most Instruction . . .	897·33	638·00	−28·9	611·47	+37·6	529·71	+20·4	−17·2	1480·67	1141·18	+29·7
Total—South Midland Agricultural Counties, with Domestic Manufactures	1610·33	1297·00	−19·4	1207·33	+28·1	1050·38	+23·4	− 4·7	2843·67	2257·71	+25·9

VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*												
VI. A. Counties of Least Instruction:—												
South Wales	389·00	315·00	−19·0	747·73	−53·7	673·81	−53·2	+ 2·7	646·00	1421·54	−54·0
North Wales	235·67	210·66	−10·6	566·49	−61·2	495·09	−57·4	+ 3·8	430·33	1061·58	−59·0
Monmouthshire . . .	207·33	180·34	−13·0	228·82	−12·1	220·33	−18·2	− 6·1	381·33	449·20	−15·1
Total—Least Instruction . . .	832·00	706·00	−15·1	1543·04	−51·3	1389·28	−49·2	+ 2·1	1457·66	2932·32	−50·3
VI. B. Counties of Most Instruction:—												
Cornwall	218·00	228·66	+ 4·9	467·82	−54·1	417·82	−45·3	+ 8·8	443·34	885·64	−50·0
Total—Most Instruction . . .	218·00	228·66	+ 4·9	467·82	−54·1	417·82	−45·3	+ 8·8	443·34	885·64	−50·0
Total—Western Agricultural and Mining Counties.	1050 00	934·66	−10·9	2010·86	−51·9	1807·10	−48·2	+ 3·7	1901·00	3817·96	−50·2
VII. *Northern Agricultural and Mining Counties.*												
VII. A. Counties of Least Instruction:—												
Westmoreland.	27·33	44·67	+63·4	82·96	−66·3	70·13	−36·3	+30·0	71·67	153·09	−53·2
North Riding	235·67	164·00	−30·4	304·59	−23·4	272·87	−39·9	− 16·5	397·22	577·46	−31·2
Durham	254·00	191·66	−24·5	457·83	−49·0	452·25	−57·6	− 8·6	441·00	940·08	−53·1
Total—Least Instruction . . .	517·00	400·33	−22·5	875·38	−41·8	795·25	−49 6	− 7·8	909·89	1670·63	−45·4
VII. B. Counties of Most Instruction:—												
Cumberland	81·67	91·67	+12·2	253·21	−68·2	215·82	−57·5	+10·7	172·00	469·03	−63·3
East Riding, with City and Ainsty	269·33	187·33	−30·4	348·06	−23·4	311·82	−39·9	− 16·5	453·83	659·68	−31·2
Northumberland	211·33	136·00	−35·6	367·28	−46·3	320·64	−57·6	−10·3	333·34	687·92	−51·5
Total—Most Instruction . . .	562·33	415·00	−26·1	968·55	−43·8	848·28	−51·1	− 7·3	959·17	1816·83	−47·2
Total—Northern Agricultural and Mining Counties.	1079·33	815·33	−24·4	1843·93	−42·8	1643·53	−50·3	− 7·5	1869·06	3487·46	−46·4

APPENDIX III.—*continued.*

§ II.—8. Total Offences of all Kinds.

DISTRICTS AND COUNTIES.	Average Actual Committals in 1842-3-4.	Average Actual Committals in 1845-6-7.	Increase or Decrease per Cent. between the two Triennial Periods.	Calculated Annual Average of Commitments in Three Years, 1842-3-4, out of a Male Population of the like Number and Ages.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842-3-4.	Calculated Average Commitments in 1845-6-7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1845-6-7.	Difference between these latter per Cents. of 1845-6-7, and those of 1842-3-4 in their relative inclination.	Average Actual Commitments in 1842—7.	Calculated Average Commitments in 1842—7.	Proportion per Cent. of the Actual Commitments above and below the Calculated in 1842—7.
VIII. *Northern and Midland Mining and Manufacturing Counties.*											
VIII. A. Counties of Least Instruction:—											
Cheshire	797·67	602·34	−24·5	588·03	+34·5	533·29	+12·9	−21·6	1394·33	1121·32	+24·3
Lancashire	2861·33	2324·67	−18·7	2546·67	+10·1	2358·65	− 1·4	−11·5	5127·34	4905·32	+ 4·5
West Riding	1333·33	927·33	−30·4	1722·14	−23·4	1542·78	−39·9	−16·5	2245·94	3264·92	−31·2
Staffordshire	994·33	675·33	−32·1	784·75	+22·7	725·49	− 6·9	−29·6	1638·00	1510·24	+ 8·4
Worcestershire	532·67	454·67	−14·6	334·35	+54·7	291·64	+55·9	+ 1·2	972·00	625·99	+55·3
Total—Least Instruction	6519·33	4984·34	−23·5	5975·94	+ 6·9	5451·85	− 8·5	−15·4	11377·61	11427·79	− ·4
VIII. B. Counties of Most Instruction:—											
Derbyshire	276·67	192·66	−30·3	401·05	−32·7	357·16	−43·2	−10·5	462·67	758·21	−39·0
Gloucestershire	955·33	777·67	−18·6	605·67	+54·0	533·24	+45·8	− 8·2	1710·66	1138·91	+50·2
Warwickshire	829·67	693·33	−16·4	592·98	+39·0	540·83	+28·2	−10·8	1517·66	1133·81	+33·8
Leicestershire	434·00	293·67	−32·3	306·62	+40·3	269·19	+ 9·1	−31·2	724·00	575·81	+25·7
Nottinghamshire	310·67	248·33	−20·0	351·01	−12·5	308·90	−19·6	− 7·1	555·33	659·91	−15·8
Total—Most Instruction	2806·34	2205·66	−21·4	2257·33	+22·5	2009·32	+ 9·7	−12·8	4970·32	4266·65	+16·5
Total—North Midland Mining and Manufacturing Counties	9325·67	7190·00	−22·9	8233·27	+11·2	7461·17	− 3·6	−14·8	16347·93	15694·44	+ 4·2

Least Instructed Districts.											
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan) . .	3021·34	2620·00	−13·2	2681·16	+10·7	2326·47	+12·6	+ 1·9*	5589·34	5007·63	+11·6
V. The South Midland Agricultural and Manufacturing Counties.	1610·33	1297·00	−19·4	1207·33	+28·1	1050·38	+23·4	− 4·7	2843·67	2257·71	+25·9
VI. The Western (Celtic) Agricultural and Mining Counties .	1050·00	934·66	−10·9	2010·86	−51·9	1807·10	−48·2	− 3·7	1901·00	3817·96	−50·2
VIII. The Northern and Midland Manufacturing and Mining Counties	9325·67	7190·00	−22·9	8233·27	+11·8	7461·17	− 3·6	−14·8	16347·93	15694·44	+ 4·2
Total of the Least Instructed Districts	15007·34	12041·66	−19·7	14132·62	+ 3·6	12645·12	− 4·7	−10·3	26681·94	26777·74	− ·3
Most Instructed Districts.											
I. The Southern Agricultural and Maritime Counties . . .	2518·33	2418·01	− 3·9	2702·28	− 8·2	2366·66	+ 2·1	+10·3	4899·65	5068·94	− 3·3
III. The Two Metropolitan Counties	3894·00	4448·00	+14·2	3219·55	+17·5	2853·25	+55·9	+38·4	8231·33	6072·80	+35·5
IV. The North Midland Agricultural Counties	1347·67	975·00	−27·6	1331·62	− 4·3	1205·61	−19·1	−14·8	2296·67	2587·23	−11·2
VII. The Northern Agricultural and Mining Counties	1079·33	815·33	−24·4	1843·93	−42·8	1643·53	−50·3	− 7·5	1869·06	3487·46	−46·4
Total of the Most Instructed Districts	8839·33	8656·34	− 2·0	9147·38	− 5·5	8019·05	− 7·4	+ 5·4	17296·71	17216·43	+ ·5
Grand Total of England and Wales	23846·67*	20698·00†	−13·2	23280·00*	. .	20714·17†	. .	. .	43978·65	43994·17	. .

* The totals of two columns for 1842-3-4 ought to agree, but they do not, owing to a slight discrepancy occasioned by the number of committals in each county being, in the first instance, calculated upon a gross total from which the persons whose ages could not be stated were excluded, while the full numbers are now used in the column of "Average Actual Committals" for the same years, for the purpose of comparing them with those of 1845-6-7 in the "Calculated," as in the "Actual" Commitments of which years those at unknown ages are included.

† The reason why these two columns for 1845-6-7 do not more perfectly agree is, simply that the decimals in the "Calculated" Commitments have been, on the whole, a little raised by the concluding place of figures, rather than extend the number of places to a greater refinement and a greater confusion; but as the difference is only 16 in upwards of 20,000, their accuracy is in no distinguishable degree vitiated.

Appendix IV.

Supplementary Table, comparing the Relative Proportions of Ignorance and of Persons of Independent Means in each District and County, with the Results of the Registry of Illegitimate Births and Improvident Marriages in 1845, and those obtained by eliminating the general body of Criminal Commitments from the more numerous classes of Minor Offences; and showing the Relative Progress of Population and Criminal Commitments in each, from 1810-11-12 to 1840-41-42.

DISTRICTS AND COUNTIES.	Population in 1841.	Improvident Marriages, 1845.					Bastardy, 1845.			Improvident Marriages, and Bastardy Combined.			Total Marriages, in 1845.	Total Births in 1845.	Total Marriages and Births in 1845.
		Proportion per Cent. of Men signing the Marriage Register with Marks in 1844, above and below the Average.	Proportion per Cent. of Persons of Independent Means, in 1841, above and below the Average.	Calculated Number of Marriages of Men under 21 years of Age, on the Average of England and Wales for the like Number of Marriages.	Actual Number of Men Married under 21 Years of Age, in 1845.	Proportion per Cent. of the Actual Number above and below the Calculated Average.	Calculated Number of Illegitimate Children in 1845, on the Average of England and Wales, among the like Number of Births.	Actual Number of Illegitimate Children in 1845, returned in the 8th Report of the Registrar General.	Proportion per Cent. of the Actual above and below the Calculated Average.	Calculated Number of Improvident Marriages and Illegitimate Births on the Average of England and Wales, for the like Number of Marriages and Births.	Actual Numbers of Improvident Marriages and Illegitimate Births compared.	Proportion per Cent. of the Actual above and below the Calculated.			
I. *Southern Agricultural and Maritime Counties.*															
I. A. Counties of Least Instruction :—															
Sussex	299,753	− 7·5	+ 6·1	98·28	98	− ·3	653·91	657	+ ·4	747·74	755	+ ·9	2,247	9,29	11,541
Hants	355,00	−11·1	+18·1	137·21	81	− 40·9	787·38	704	−10·6	928·31	783	−15·4	3,137	11,191	14, 28
Dorset	175,043	+10·1	+13·9	53·40	64	+ 19·8	361·22	364	+ ·7	411·74	428	+ 3·9	1,221	5,134	6,355
Total—Least Instruction	829,80	− 5·9	+12·9	288·89	243	− 15·8	1802·51	1,725	− 4·3	2087·79	1,968	− 5·7	6,605	25,619	32,224
I. B. Counties of Most Instruction :—															
Kent	548,337	−17·1	+21·1	197·09	112	− 43·1	1266·16	1,015	−19·8	1457·91	1,127	−22·7	4,506	17,996	22,502
Devonshire	533,469	−11·9	+36·0	208·07	93	− 54·3	1133·11	8·9	−22·8	1341·6	974	−27·9	4,757	16,195	20,962
Total—Most Instruction	1,081,797	−14·3	+28·5	405·16	207	− 48·9	2399·27	1,894	−21·0	2809·56	2,101	−25·2	9,263	34,101	43,364
Total—Southern Agricultural and Maritime Counties	1,911,597	−10·8	+21·7	691·05	450	− 35·2	4201·78	3,619	−14·0	4897·35	4,069	−16·9	15,868	59,720	75,588
II. *South Midland and Eastern Agricultural Counties.*															
II. A. Counties of Least Instruction, being the Eastern Counties :—															
Suffolk	315,973	+42·0	−15·1	106·98	133	+ 24·3	737·77	937	+27·0	837·87	1,070	+27·7	2,446	10,48	12,932
Cambridge	164,459	+33·5	−17·0	64·81	89	+ 39·3	441·36	441	. .	500·96	530	+ 5·7	1,459	6,273	7,732
Norfolk	412,664	+38·1	−10·4	142·67	173	+ 21·2	929·92	1,424	+33·1	1067·68	1,597	+49·5	3,262	13,217	16,479
Essex	344,979	+47·4	−23·4	98·37	133	+ 35·2	726·94	588	−19·1	815·12	721	−11·5	2,249	10,33	12,581
Huntingdon	58,549	+38·0	−29·5	18·45	41	+122·2	143·04	116	−18·9	159·06	157	− 1·2	42	2,03	2,455
Total—Least Instruction	1,295,724	+39·3	−16·7	430·28	569	+ 32·2	2979·03	3,506	+17·7	3380 69	4,075	+20·5	9,838	42,341	52,179

Total—Most Instruction	581,523	+21·0	−10·2	180·54	221	+ 22·4	1270·03	1,352	+ 6·4	1436·99	1,573	+ 9·4	4,129	18,051	22,179
Total—South Midland and Eastern Agricultural Counties . .	1,877,247	+33·8	−14·7	610·82	790	+ 29·3	4949·06	4,858	+14·3	4817·68	5,648	+17·2	13,966	60,392	74,358
III. *Metropolitan Counties; both in the Highest Scale of Instruction.*															
Middlesex	1,576,636	−59·7	+72·7	749·13	360	− 51·9	3688·51	2,048	−44·4	4503·28	2,408	−46·5	17,127	52,425	69,552
Surrey	582,678	−53·2	+50·1	255 61	90	− 64·7	1401·39	855	−38·9	1669·12	945	−43·4	5,844	19,918	25,762
Total—Most Instruction.	2,159,314	−58·1	+76·6	1004·74	450	− 55·2	5089·90	2,903	−42·9	6175·40	3,353	−45·7	22,971	72,343	95,314
IV. *North Midland and North Eastern Agricultural Counties.*															
IV. A. Counties of Least Instruction, being the North Midland Counties :—															
Hereford	113,848	+11·2	+ 2·6	31·93	10	− 68·7	197·92	273	+37·9	229·55	283	+23·3	730	2,913	3,543
Shropshire	239,048	+24·6	−30·7	66·13	32	− 51·6	451·49	676	+49·7	513·72	708	+37·8	1,512	6,417	7,929
Total—Least Instruction	352,926	+20·7	−13·1	98·06	42	− 57·1	649·41	949	+46·1	743·27	991	+33·3	2,242	9,330	11,472
IV. B. Counties of Most Instruction, being the North Eastern Counties .															
Lincolnshire	362,603	− 1·5	−10·5	123·60	115	− 6·9	869·98	843	− 3·1	981·23	958	− 2·6	2,826	12,365	15,191
Northamptonshire	199,228	+15·6	−32 2	73 61	136	+ 84·7	495·23	440	−11·1	565·10	576	+ 1·9	1,683	7,039	8,722
Rutlandshire	21,302	−38·4	−30·3	5·82	5	− 14·0	47·56	52	+ 9·3	52·42	57	+ 8·7	133	676	809
Total—Most Instruction	583,132	+ 3·7	−18 6	203·03	256	+ 26·0	1412·79	1,335	− 5·5	601 75	1,591	− ·6	4,642	20,080	24,722
Total—North Midland and North Eastern Agricultural Counties	936,058	+ 9·5	−16·5	301·09	298	− 1·0	2062·20	2,284	+10·7	2345·02	2,582	+10·1	6,884	29,310	36,194
V. *South Midland Agricultural Counties, with Domestic Manufactures.*															
V. A Counties of Least Instruction :—															
Bedfordshire	107,936	+53·0	−43·1	42·47	103	+142·5	302·12	353	+17·5	341·12	458	+34·2	971	4,294	5,265
Buckinghamshire	155,983	+30·2	−29·5	42·42	66	+ 55·6	319 57	328	+ 2·6	357·12	394	+10·3	970	4,542	5,512
Hertfordshire	157,207	+53·8	−16·1	45·40	77	+ 69·6	380·36	402	+ 5·7	417·51	479	+14·7	1,038	5,406	6,444
Total—Least Instruction	421,126	+43·9	−23·0	130·29	246	+ 88·8	1002·05	1,085	+ 8·2	1115·75	1,331	+19·2	2,979	14,242	17,221
V. B. Counties of Most Instruction :—															
Somersetshire	435,982	+10·6	+21·9	141·63	159	+ 12·2	950·25	903	− 4·9	1084·85	1,062	− 2·1	3,238	13,506	16,744
Total—Most Instruction	435,982	+10·6	+21·9	141·63	159	+ 12·2	950·25	903	+ 4·9	1084·85	1,062	− 2·1	3,238	13,506	16,744
Total—South Midland Agricultural Counties with Domestic Manufactures	857,108	+27·3	− 2·5	271·92	405	+ 48 9	1953·30	1,988	+ 1·8	2200·60	2,393	+ 8·7	6,217	27,748	33,965

APPENDIX IV—*continued.*

DISTRICTS AND COUNTIES.	Population in 1841.	Proportion per Cent. of Men signing the Marriage Register with Marks in 1844 above and below the Average.	Proportion per Cent. of Persons of Independent Means, in 1841, above and below the Average.	Improvident Marriages, 1845.			Bastardy, 1845.			Improvident Marriages and Bastardy Combined.			Total Marriages in 1845.	Total Births in 1845.	Total Marriages and Births in 1845.
				Calculated Number of Marriages of Men under 21 Years of Age, on the Average of England and Wales for the like Number of Marriages.	Actual Number of Men Married under 21 Years of Age, in 1845.	Proportion per Cent. of the actual Number above and below the calculated Average.	Calculated Number of Illegitimate Children in 1845, on the Average of England and Wales, among the like Number of Births.	Actual Number of Illegitimate Children in 1845, returned in the 8th Report of the Registrar-General.	Proportion per Cent. of the Actual above and below the Calculated Average.	Calculated Number of Improvident Marriages and Illegitimate Births on the Average of England and Wales for the like Number of Marriages and Births.	Actual Numbers of Improvident Marriages and Illegitimate Births compared.	Proportion per Cent. of the Actual above and below the Calculated.			
VI. *Western (and chiefly Celtic) Agricultural and Mining Counties.*															
VI. A. Counties of Least Instruction:—															
South Wales	515,283	+39·3	+ 4·9	189·91	118	− 37·8	1225·42	1,407	+14·8	1409·77	1,525	+ 8·1	4,342	17,417	21,759
North Wales	396,320	+26·1	−20·7	110·79	75	− 32·3	747·83	872	+16·6	852·77	947	+11·0	2,533	10,629	13,162
Monmouthshire	134,355	+53·3	−30·4	62·50	38	− 39·2	346·94	247	−28·8	412·07	285	−30·8	1,429	4,931	6,360
Total—Least Instruction	1,045,958	+36·8	− 9·3	363·20	231	− 36·4	2320·19	2,526	+ 8·8	2674·61	2,757	+ 3·0	8,304	32,977	41,281
VI. B. Counties of Most Instruction:—															
Cornwall	341,279	+11·8	− 5·1	112·71	84	− 25·4	798·35	576	−27·8	902·14	660	−26·8	2,577	11,347	13,924
Total—Most Instruction	341,279	+11·8	− 5·1	112·71	84	− 25·4	798·35	576	−27·8	902·14	660	−26·8	2,577	11,347	13,924
Total—Western Agricultural and Mining Counties	1,387,237	+30·9	− 8·3	475·91	315	− 33·8	3118·54	3,102	− ·5	3576·75	3,417	− 4·4	10,881	44,324	55,205
VII. *Northern Agricultural and Mining Counties.*															
VII. A. Counties of Least Instruction:—															
Westmoreland	56,454	−36·2	+43·7	19·59	11	− 43·8	122·99	179	+45·5	142·28	190	+33·5	448	1,748	2,196
North Riding	204,122	−31·4	+11·6	64·95	41	− 36·8	404·76	518	+27·9	468·96	559	+19·2	1,485	5,753	7,238
Durham	324,284	−29·1	− 9·4	142·19	110	− 22·6	905·22	804	−11·2	1044·22	914	−12·4	3,251	12,866	16,117
Total—Least Instruction	584,860	−30·4	+ 3·0	226·73	162	− 28·5	1432·97	1,501	+ 4·7	1655·46	1,663	+ ·4	5,184	20,367	25,551
VII. B. Counties of Most Instruction:—															
Cumberland	178,638	−52·1	+32·1	48·81	54	+ 10·6	409·76	647	+57·9	449·65	701	+55·9	1,116	5,824	6,940
East Riding, with City and Ainsty	233,257	−37·1	+16·7	111·44	78	− 30·0	556·03	582	+ 4·6	677·13	660	− 2·5	2,548	7,903	10,451
Northumberland	250,278	−51·3	− 2·0	92·99	79	− 15·0	617·74	668	+ 8·1	706·60	747	+ 5·7	2,126	8,780	10,906
Total—Most Instruction	661,573	−45·1	+13·8	253·24	211	− 16·6	1583 53	1,897	+19·7	1833·38	2,108	+14·9	5,790	22,507	28,297
Total—Northern Agricultural and Mining Counties	1,246,433	−38·2	+ 8·7	479·97	373	− 22·2	3016·50	3,398	+12·6	3488·84	3,771	+ 8·0	10,974	42,874	53,848

VIII. *Northern and Midland Mining and Manufacturing Counties.*															
VIII. A. Counties of Least Instruction—															
Cheshire	395,660	+ 0·4	−23·8	128·02	175	+ 36·7	896·14	1,188	+32·5	1014·88	1,363	+34·3	2,927	12,737	15,664
Lancashire	1,667,054	+22·1	−28·9	899·25	1,040	+ 15·6	5081·17	5,929	+16·6	6011·09	6,969	+15·9	20,559	72,219	92,778
West Riding	1,454,101	+17·9	−33·4	478·07	815	+ 70·6	3044·60	3,166	+ 3·9	3511·82	3,981	+13·3	10,930	43,273	54,203
Staffordshire	510,504	+31·3	−42·9	202·34	278	+ 32·4	1131·36	1,241	+ 9·7	1341·55	1,519	+13·2	4,626	16,080	20,706
Worcestershire	233,356	+37·3	−20·0	149·35	201	+ 34·5	834·59	768	− 7·9	989·48	969	− 2·0	3,410	11,862	15,272
Total—Least Instruction	3,960,675	+21·5	−31·0	1857·03	2,509	+ 35·1	10987·86	12,292	+11·8	12868·82	14,801	+15·0	42,452	156,171	198,623
VIII. B. Counties of Most Instruction—															
Derbyshire	272,217	−13·6	−31·9	90·84	76	− 16·3	568·91	672	+18·1	658·47	748	+13·6	2,077	8,086	10,163
Gloucestershire	431,388	−13·2	+32·3	166·21	162	− 2·5	862·10	811	− 5·9	1040·08	973	− 6·4	3,800	12,253	16,053
Warwickshire	401,715	+ 0·3	−20·3	151·64	158	+ 4·2	971·71	779	−19·8	1119·45	937	−16·3	3,467	13,811	17,278
Leicestershire	213,867	− 2·8	−27·7	82·27	168	+104·2	519·93	640	+23·0	600·67	808	+34·5	1,881	7,390	9,271
Nottinghamshire	249,910	+ 1·9	−31·2	100·82	133	+ 31·9	640·19	895	+39·8	738·87	1,028	+39·1	2,305	9,099	11,404
Total—Most Instruction	1,571,097	− 5·6	−10·6	591·78	697	+ 17·7	3562·86	3,797	+ 6·6	4157·54	4,494	+ 8·0	13,530	50,639	64,169
Total—North Midland Mining and Manufacturing Counties	5,531,747	+14·9	−25·2	2148·81	3,206	+ 30·9	14550·72	16,089	+10·6	17626·36	19,295	+13·3	55,982	206,810	262,792
Least Instructed Districts.															
II. The South Midland and Eastern Agricultural Counties (exclusive of the Metropolitan)	1,877,247	+33·8	−14·7	610·82	790	+ 29·3	4249·06	4,858	+14·3	4817·68	5,648	+17·2	13,966	60,392	74,358
V. The South Midland Agricultural, with Domestic Manufactures	857,108	+27·3	− 2·5	271·92	405	+ 48·9	1952·30	1,988	+ 1·8	2200·60	2,393	+ 8·7	6,217	27,748	33,965
VI. The Western (Celtic) Agricultural and Mining Counties	1,387,237	+30·9	− 8·3	475·91	315	− 33·8	3118·54	3,102	− ·5	3576·75	3,417	− 4·4	10,881	44,324	55,202
VIII. The Northern and Midland Manufacturing and Mining Counties	5,531,747	+14·9	−25·2	2448·81	3,206	+ 30·9	14550·72	16,089	+10·6	17026·36	19,295	+13·3	55,982	206,810	262,705
Total of the Least Instructed Districts	9,653,339	+21·0	−18·7	3807·46	4,716	+ 21·2	23870·62	26,037	+ 9·1	27621·39	30,753	+11·3	87,046	339,274	426,320
Most Instructed Districts															
I. The Southern Agricultural and Maritime Counties	1,911,597	−10·8	+21·7	694·05	450	− 35·2	4201·78	3,619	−14·0	4897·35	4,069	−16·9	15,868	59,720	75,588
III. The Two Metropolitan Counties	2,159,314	−58·1	+66·6	1004·74	450	− 55·2	5089·90	2,903	−42·9	6175·40	3,353	−45·7	22,971	72,343	95,314
IV. The North Midland Agricultural Counties	936,05[illegible]	+ 9·5	−16·5	301·09	298	− 1·0	2062·20	2,284	+10·7	2345·02	2,582	+10·1	6,884	29,310	36,194
VII. The Northern Agricultural and Mining Counties	1,246,43[illegible]	−38·2	+ 8·7	479·97	373	− 22·2	3016·50	3,398	+12·6	3488·84	3,771	+ 8·[illegible]	10,974	42,874	53,848
Total of the Most Instructed Districts	6,253,402	−32·5	+28·9	2479·85	1,571	− 36·6	14370·38	12,204	−15·1	16906·61	13,775	−18·5	56,697	204,247	260,944
Grand Total of England and Wales	15,906,741	..	..	6287·31	6,287	..	38241·00	38,241	..	44528·00	45,528	..	143,743	543,521	687,264

Appendix V.

List of Schools Inspected in the Year and a Half from the Week ended 28th May, 1848, exclusive, to the week ended 24th November, 1849, inclusive, with the Average Attendance and Number of Pupil Teachers in each.

Number in the Order of First Inspection.	PLACE.	Schools and Average Attendance.										Page of following Notes at which described.
		Boys' Schools.		Girls' Schools.		Infants' Schools.		Mixed Schools.		Total.		
		No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	
114	Folkestone, B. S.	120	..	90	..	..	..	..	..	210	..	388
113	Dover, B. S.	112	..	50	..	..	..	..	..	162	..	388
112	Canterbury, B. S.	125	..	75	..	..	..	..	..	200	..	388
87	Barbican, B. S.	..	..	80	..	..	..	..	..	80	..	388
87a	Jewin-street, B. S.	100	..	..	..	..	..	..	..	100	..	388
92	Bermondsey, B. S.	150	..	..	..	..	..	..	..	150	..	388
94	Rotherhithe, B. S.	90	..	40	..	..	..	..	..	130	..	389
299	Walworth, Mount-street	..	..	50	..	..	..	..	..	50	..	389
186	Andover, B. S.	65	..	50	..	..	..	..	..	115	..	389
294	Salisbury, Wesleyan	125	3	..	..	..	..	..	..	125	3	389
100	Philpot-street, Wycliffe Chapel, B. S.	..	..	105	..	79	..	..	..	184	..	390
192	Poultry, Chapel-school	..	..	150	..	..	..	..	..	150	..	390
192	Warminster, B. S.	75	..	75	..	..	..	..	..	150	..	390
296	Bratton, B. S.	50	..	50	..	..	..	..	..	100	..	390
193	Devizes, B. S.	100	..	60	..	..	..	..	..	160	..	391
297	Maidenhead, B. S.	80	..	55	..	..	..	..	..	135	..	391
101	Wapping, Princes-square	..	..	..	..	..	..	..	..	..	..	392
159	Blandford Forum, B. S.	65	..	50	..	..	..	..	..	115	..	392
188a	Wareham, B. S.	..	..	..	..	..	..	110	..	110	..	392
234	Lyme Regis, B. S.	75	2	45	..	..	..	..	..	120	2	393
235	Honiton, B. S.	..	..	..	..	..	..	60	..	60	..	394
238	Kingsbridge and Dodbrooke, B. S.	90	..	30	..	..	..	..	..	120	..	394
300	Dunster, Wesleyan	..	..	..	..	..	..	50	2	50	2	395
218	Street and Walton, B. S.	..	..	..	..	50	..	51	..	101	..	395
217	Woodburrow, B. S.	..	..	..	..	..	..	43	..	43	..	395
300	Bedminster, B. S.	80	..	50	..	..	..	..	..	130	..	395
194	Corsham, B. S.	..	..	..	..	90	..	..	..	90	..	396
302	Godalming, B. S.	60	..	..	..	..	..	..	..	60	..	396
96	North London, Calthorpe-terrace, Grays'-Inn-lane, B. S.	270	..	134	..	160	..	..	..	564	..	396
303	Cardiff, Wesleyan	85	2	68	1	..	..	..	..	153	3	397
126	Talybont, B. S.	40	..	..	..	..	..	..	..	40	..	397
304	Tomyn-Bryn-Crûg, B. S.	..	..	..	..	..	..	90	..	90	..	398
127	Tre and Portmadoc, B. S.	..	..	..	..	..	..	90	1	90	1	398
305	Festiniog, B. S.	..	..	..	..	..	..	80	2	80	2	398
306	Llandudno, B. S.	..	..	..	..	..	..	80	..	80	..	399
307	Melksham, B.	75	2	65	1	60	..	..	..	200	3	400
137	Derby, B. S.	170	5	85	2	160	1	..	..	415	8	400
137	Derby, Wesleyan	..	..	..	..	..	..	120	..	120	..	401
326	Bristol Friends' School, B. S.	500	..	..	..	..	..	..	..	500	..	401
301	Bedminster, B. S.	100	2	65	2	..	..	..	..	165	4	401
81	Bethnal Green, Abbey-st., B. S.	500	6	160	1	220	..	..	..	880	7	401
72	City-road, Radnor-st., Wes.	195	4	114	2	80	..	..	..	389	6	402
257	Islington So. and Pentonville, B. S.	230	6	84	3	85	2	..	..	399	11	402
308	Chichester, B. S.	190	6	65	1	..	..	..	..	255	7	404

APPENDIX V.—*continued.*

Number in the Order of First Inspection.	PLACE.	Schools and Average Attendance.										Page of following Notes at which described.
		Boys' Schools.		Girls' Schools.		Infants' Schools.		Mixed Schools.		Total.		
		No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T	
309	Brighton, Up. Edward-street, B. S.	90	2	60	..	40	..	..	..	190	2	405
300	Bromwich West, Hill top, Wesleyan	120	2	60	..	110	..	..	..	290	2	405
311	Belper, Wesleyan	..	..	..	..	..	..	64	1	64	1	406
311	Tunstall, Wesleyan	..	..	..	..	..	..	105	2	105	2	406
312	Nantwich, Wesleyan	..	..	..	..	..	..	120	2	120	2	407
312*a*	Staleybridge, B. S.	150	..	..	..	..	..	..	..	150	..	407
56	Tintwistle, B. S.	..	..	..	..	..	..	80	..	80	..	407
284	Stockport, B. S.	76	2	..	..	..	..	..	..	76	2	408
313	Middlewich, Wesleyan	..	..	..	..	..	..	65	..	65	..	408
314	Chirk, B. S.	85	2	..	..	..	..	..	..	85	2	408
134	Wrexham, B. S.	80	..	..	..	..	..	..	..	80	..	409
314*a*	Piccadilly, Swallow-street	..	..	..	..	..	..	40	..	40	..	409
315	London, Gt. Queen-st., Wes.	130	..	90	..	..	..	..	..	220	..	409
316	Limehouse, Wesleyan	150	2	75	S.M. 2	..	..	..	..	225	4	409
317	Dartford, Wesleyan	50	..	50	1	..	..	..	..	100	1	410
318	Borough-road Brit. and For. Society	700	12	360	..	..	..	..	..	1060	12	410
265	Sherston, B. S.	..	..	..	..	..	..	126	1	126	1	411
191	Downton, B. S.	100	3	..	..	..	..	..	..	100	3	411
266	Fordingbridge, B. S.	110	..	..	..	..	..	..	..	110	..	411
188	Corfe Castle, B. S.	..	..	..	..	..	..	100	2	100	2	411
77	Camberwell, Crawford-street, B. S.	227	6	130	1	..	..	..	..	357	7	411
261	Bristol, Red Cross-st., B. S.	250	9	125	2	..	..	..	..	375	11	412
252*a*	Tiverton, B. S.	150	6	124	4	222	6	..	..	496	16	412
252*c*	Tiverton, Bampton-street, B. S.	..	..	..	..	100	..	..	..	100	..	414
252*b*	Elmore, B. S.	120	3	47	..	..	..	..	..	167	3	414
243	Truro, B. S.	180	6	100	3	84	..	..	..	364	9	415
246	Constantine, B. S.	90	2	55	..	..	..	..	..	145	2	415
267	Falmouth, B. S.	200	6	..	..	..	..	..	..	200	6	416
267	Falmouth, B. S.	..	..	78	2	..	..	..	..	78	2	416
319*a*	Helston, Wesleyan	..	..	..	..	..	..	70	2	70	2	416
320	Penzance, Wesleyan	..	..	..	..	..	..	120	2	120	2	417
319*b*	Mousehole, Wesleyan	..	..	..	..	..	..	120	2	120	2	417
319	Just-street, Wesleyan	..	..	..	..	..	..	108	2	108	2	418
321	Tucking Mill, Wesleyan	..	..	..	..	..	..	120	..	120	..	418
245	Camborne, B. S.	100	..	45	..	..	..	..	..	145	..	419
321*a*	Bodmin, Wesleyan	..	..	..	..	..	..	75	1	75	1	419
241	Liskeard, B. S.	130	3	46	..	28	..	..	..	204	3	419
322	Mevagissey, Wesleyan	..	..	..	..	..	..	65	..	65	..	420
242	Mount Charles, near St. Austell, B. S.	..	..	..	..	..	..	..	..	..	..	420
264	Stonehouse, Wesleyan	50	1	..	..	..	..	70	2	120	3	420
268	Plymouth, Public	..	..	130	3	..	..	..	..	130	3	422
239	Stoke Damerel, Public	50	..	50	2	..	..	..	..	100	2	423
323	Plymouth, Public	325	12	..	..	..	..	..	..	325	12	423
323	Devonport Royal Naval and Military Free-school	100	..	75	..	100	..	..	..	275	..	423
324	Pill, B. S.	..	..	75	..	..	..	..	..	75	..	426
269	Bristol, Lewin's Mead, B. S.	84	2	75	2	140	2	..	..	299	6	426

APPENDIX V.—*continued.*

Number in the Order of First Inspection.	PLACE.	Schools and Average Attendance.										Page of following Notes at which described.
		Boys' Schools.		Girls' Schools.		Infants' Schools.		Mixed Schools.		Total.		
		No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	
325	Exeter, (Mint-lane,) Wes.	115	3	80	2	..	..	..	..	195	5	427
326	Bristol Friends' School, B. S.	300	..	..	..	..	..	..	..	300	..	428
319	Bristol, St. James's Back, Ragged-school	..	..	..	..	..	..	130	..	130	..	428
70	Spitalfields, Wood-street	200	3	50	1	..	..	..	..	250	4	435
98	Hackney-road, B. S.	180	3	100	2	..	..	..	..	280	5	436
327	Marylebone, Presbyterian	..	..	..	..	..	..	91	1	91	1	436
95	Brentford, B. S.	130	5	120	4	..	..	..	..	250	9	436
75	Shoreditch, Gascoigne-place	125	3	95	..	..	..	..	..	220	3	436
269	Lambeth, Wesleyan	240	8	150	3	..	..	..	..	390	11	437
204	Burton-on-Trent, B. S.	100	4	75	..	..	..	..	..	175	4	437
282	Audley, Wesleyan	..	..	..	..	..	..	100	3	100	3	437
283	Over-lane, Wesleyan	..	..	..	..	..	..	80	..	80	..	437
285	Mold, B. S.	116	3	100	2	..	..	..	..	216	5	437
286	Ruthin, B. S.	80	5	50	..	..	..	..	..	130	5	438
136	Stafford, B. S.	..	..	..	..	..	..	54	..	54	..	438
287	Birmingham, Industrial	..	..	80	S.M. 2	..	..	..	..	80	2	438
79	Mortlake, B. S.	..	..	..	..	..	..	30	..	30	..	438
316	Limehouse, Wesleyan	172	4	80	S.M. 1	..	..	..	..	252	5	438
328	Alton, B. S.	124	2	..	..	..	..	..	..	124	2	438
288	Thatcham, B. S.	..	..	..	..	..	..	110	1	110	1	438
303	Cardiff, Wesleyan	90	2	40	..	..	..	..	..	130	2	439
329	Blaina, B. S.	100	2	80	..	..	..	..	..	180	2	439
330	Blackwood, B. S.	..	..	..	..	..	..	75	..	75	..	439
331	Bonnington, B. S.	100	2	80	2	..	..	..	..	180	4	439
289	Swansea, B. S.	130	5	125	3	..	..	..	..	255	8	440
290	Hafod, B. S.	185	..	167	..	202	..	..	..	554	..	440
291	Sketty	..	..	..	..	70	S.M. 2	..	..	70	2	441
291a	Singleton	..	..	..	..	..	..	25	..	25	..	441
218	Mumbles	..	..	..	..	50	..	..	..	50	..	441
219	Briton Ferry, near Neath	..	..	..	..	..	..	40	..	40	..	441
292	Llanelly	..	..	..	..	120	..	..	..	120	..	441
332	Pembroke Dock, B. S.	200	4	100	2	..	..	..	..	300	6	442
..	Milford, B. S.	80	..	..	..	..	..	..	..	80	..	442
223	Haverfordwest	..	..	..	..	85	..	..	..	85	..	442
220	Narberth	..	..	..	..	..	..	50	S.M. 1	50	1	442
333	Tewkesbury, B. S.	100	..	70	S.M. 1	..	..	..	..	170	1	442
334	Evesham, B. S.	120	..	100	2	..	..	..	..	220	2	442
335	Alton, B. S.	..	..	100	1	..	..	..	..	100	1	442
294	Salisbury, Wesleyan	135	3	..	..	..	..	..	..	135	3	442
..	Romsey, B. S.	100	..	80	..	..	..	..	..	180	..	443
336	Beechwood, B. S.	50	1	40	1	70	..	..	..	160	2	443
293	Staplecross, Wesleyan	..	..	..	..	..	..	78	2	78	2	443
337	Rye, Wesleyan	..	..	..	..	..	..	65	1	65	1	443
112	Canterbury, B. S.	150	..	90	..	..	..	..	..	240	..	443
338	Faversham, B. S.	..	..	114	1	..	..	..	..	114	1	433
194	Corsham, B. S.	..	..	..	..	..	..	104	2	104	2	434
307	Melksham, B. S.	70	2	75	..	..	..	..	..	145	2	444
233	Taunton, B. S.	136	..	85	..	150	..	..	..	371	..	444

APPENDIX V.—*continued.*

PLACE.	Schools and Average Attendance.										Page of following Notes at which described.
	Boys' Schools.		Girls' Schools.		Infants' Schools.		Mixed Schools.		Total.		
	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	No.	P. T.	
Lyme Regis, B. S.	..	..	..	..	..	..	120	2	120	2	444
Kingsbridge and Dodbrooke, B. S.	80	..	74	1	..	..	..	..	154	1	444
Bideford, B. S.	85	2	72	S.M. 1	..	..	..	..	157	3	444
Dunster, Wesleyan	..	..	..	..	..	..	76	2	76	2	444
Teau, B. S.	80	2	..	..	..	..	..	..	80	2	444
Northwich, Wesleyan	..	..	..	..	..	..	72	1	72	1	445
Runcorn, Wesleyan	..	..	..	..	135	1	125	3	260	4	445
Bangor, B. S.	150	4	130	2	..	..	..	..	280	6	445
Llanrhyddlad, B. S.	..	..	..	..	..	..	98	2	98	2	445
Marianglâs, B. S.	..	..	..	..	..	..	128	3	128	3	445
Tre and Portmadoc, B. S.	..	..	..	..	..	..	85	1	85	1	446
Penrhyn-deu-Draeth, B. S.	..	..	..	..	..	..	54	1	54	1	446
Festiniog, B. S.	..	..	..	..	..	..	76	2	76	2	446
Tonyn-Bryn-Crûg, B. S.	..	..	..	..	..	..	54	2	54	2	446
Tintwistle, B. S.	..	..	..	..	..	..	85	2	85	2	446
Burslem, Wesleyan	90	..	..	..	..	..	..	..	90	..	446
Bromwich West, Summit Foundry	50	..	70	..	..	..	..	..	120	..	446
Birmingham, Wesleyan	65	1	..	..	..	..	..	..	65	1	447
Gravesend, Wesleyan	..	..	..	..	..	..	100	1	100	1	447
Camberwell, Leipsic-road, B. S.	170	2	..	..	..	..	..	..	170	2	447
Kensington Gore	..	..	..	..	25	..	..	..	25	..	447
Haggerstone	..	..	..	..	100	..	..	..	100	..	447
Hackney-road, Anne's-place	..	..	..	..	120	..	..	..	120	..	447
Clapham, B. S.	160	..	95	..	..	..	..	..	255	..	447
Hart-street, Covent-garden, B. S.	..	..	..	..	..	..	150	..	150	..	448
London, Gt. Queen-street, Wesleyan	120	3	80	2	..	..	..	..	200	5	448
Windsor, B. S.	76	..	45	..	..	..	..	..	121	..	448
Erdington, B. S.	70	..	..	..	..	..	..	..	70	..	448
Coventry B. S.	92	..	60	..	100	..	..	..	252	..	448
Islington So. and Pentonville, B. S.	270	6	170	5	..	..	..	..	440	11	449
Chichester, B. S.	200	6	90	2	..	..	..	..	290	8	449
Ryde, (I. W.)	150	..	90	..	..	..	..	..	240	..	449
Bedminster, B. S.	150	4	110	3	..	..	..	..	260	7	449
Wantage, Wesleyan	..	..	..	..	..	..	85	2	85	2	450
Abbey-street, Bethnal-green, B.S.	500	70	160	3	220	..	..	..	880	13	451
Upper Edward-street, Brighton, B. S.	145	2	65	..	55	..	..	..	265	2	451
Brighton Union Schools, B.S.	133	..	100	..	..	..	..	..	233	..	452
North-lane, Brighton, B.S.	300	..	150	..	..	..	..	..	450	..	452
	(102)	(58)	(88)	(42)	(31)	(6)	(54)	(34)	(174)	(102)	
Total	14578	223	7682	84	3310	14	4562	59	30132	382	
Averages	143	4	87	2	107	2	84	2	174	4	

App. VI.

Appendix VI.

Notes on Schools visited in the Year and a-half from the Week ended 27th May, 1848, exclusive, to the Week ended 24th November, 1849, inclusive.

*** The figures indicate the numbers in ordinary attendance, except those following the letters P. T. and S. M., which indicate that the best qualified children to that number have been admitted as pupil teachers or stipendiary monitors, though probably only at the visit of inspection recorded with this fact.

Folkestone. 29th May, 1848.—*Folkstone*, B.S. (Boys 120, Girls 90.) *See* Minutes of 1847-8, Vol. II., p. 304.

Dover. 30th May.—*Dover*, B.S. (Boys 112, Girls 50.) *See* Minutes of 1847-8, Vol II., p. 305.

Canterbury. 31st May, 1848.—*Canterbury*, B.S. (Boys 125, Girls 75.) *See* Minutes of 1847-8, Vol. II., p 305. *See* also p. 443.

Barbican. 8th June, 1848.—*Barbican*, B.S. (Girls about 80.) The Jacob's-wells Court, Barbican, Girls' school, has not yet made any perceptible advance out of the state in which I described it on the 9th May, 1845. By accident, the teacher was unadvertised of my visit, and the school was not therefore in its best trim: but making every possible allowance, I am still compelled to report that I have seldom seen one so completely without any feature of excellence, unless it were a certain amount of cheerfulness among the children. There is such a confirmed forgetfulness of order, discipline, and methods, that the instruction conveyed is very little and very incorrect; the two most intelligent children proving to have been chiefly instructed elsewhere. This is a place and locality under great disadvantages; but certainly here has been some want of an earnest and business-like spirit to make the best of the circumstances. A Ladies' Committee has, however, recently been formed, and is bent on the improvement of the school, the support of which now devolves upon the single congregation on whose premises it is held.

Jewin Street. 8th June.—*Jewin Street*, B.S. (Boys about 100.) A rapid glance through this school gave me a favourable impression of its organization and progress.

George St., Bermondsey. 9th June—*George Street, Bermondsey*, B.S. (Boys 150.) This school has undergone considerable improvement since the date of my former visit on the 27th May, 1845; having a teacher of much more activity than I then found in it. Indeed, he is thoroughly earnest in his work, and a disciplinarian; and the consequence is, that his monitors are possessed of considerable intelligence, and the children are as orderly, obedient, and well-disposed as those of any in London; and yet their progress is slow, and their elementary instruction, as in spelling for instance, defective. This arises from a want of *teaching* methods, in addition to those of discipline being brought into play throughout the school, which at present is greatly defective in them, except in the arithmetic classes. Even here, as in all the other classes, the essential element of mutual correction is wanting, the classes alternating between mere individual instruction and simultaneity of noise. Even in the master's own teaching *it is wanting* to extend his instruction throughout it. He is a sensible

teacher, and will gladly exert himself to remedy the principal defects; and the school, which has every material of a vigorous life, will then be a good one. The style of writing is remarkably good, though the books are wanting in equal neatness; and the instruction in grammar and arithmetic is well arranged.

Rotherhithe. 9th JUNE.—*Rotherhithe*, B.S. (Boys 90, Girls 40.) These schools are in nearly the same condition as at my former visit, 30th May, 1845.

Mount St., Walworth. 12th JUNE.—*Mount Street, Walworth*, B.S. (Girls 50.) This is a British school for girls, of early foundation, enlarged at the date of its small Treasury grant in 1839, and liberally maintained by a committee of ladies. The school-room, on the first floor, is a very convenient one, and underneath are comfortable apartments for the teacher, and an open area for the children. A cloak-room, and every other proper convenience, make the premises very complete, and they are equally neat and substantial. They are duly secured in trust, and are exempt from debt. The Ladies' Committee, however, have a great dread of Government surveillance, and therefore do not invite inspection. Neither were there any children in the school at the time of my visit, being Whit Monday. There are about 60 on the books, with an average attendance of 50, chiefly little ones.

Andover. 14th JUNE.—*Andover*, B.S. (Boys 65. Girls 50.) These schools are under the same teachers that I found in them at the date of my former visit (17th April, 1846), and in much the same condition. The teachers are gentle and conscientious persons, rendering service above the value of their humble remuneration; but both are wanting in energy and in methods, such as a good system of mutual correction in the exercises generally. Slow individual instruction in the reading, and a deceptive collective answering in the interrogatory exercises, causes the general instruction to be more slow and incomplete than it might otherwise be, at all events in the boys' school, with children of the very fair intelligence to which the few head boys have been awakened. The surprising proportion stated to be learning geography and grammar in both schools is merely indicative of the system of simultaneous instruction to the whole school in these subjects, so defective in methods, however, that all real information in them is limited to very few. In both schools the top children can read fairly, and tell the principal parts of speech in a simple sentence; and the writing in both is making progress in cleanly books; but there is neither arithmetic nor geography in the girls' school. On the other hand, the master's teaching has traits of originality; and yet the general character of the schools is that of mere village, rather than of town schools on the British system. The premises are still permitted to be encumbered by the timber of a neighbouring dealer, to their utter disfigurement and the destruction of all proper cleanliness and neatness upon them.

Salisbury. 14th JUNE.—*Salisbury Wesleyan School.* (Boys 125, P.T. 3.) This is a boys' school on the Glasgow system, and one of the best of its class, under a master thoroughly devoted to his duty in the system to which he has been trained. It is well attended, and shows characteristic excellencies and defects. The reading and spelling are defective, owing, not to deficient ability in teaching on the part of the master, but to the division of these exercises between untrained monitors, teaching individually round their classes, and the master's own teaching, simultaneously, to larger sections; the consequence is a great waste of time in the one case, and great want of a sufficiently vigilant attention on the other. The arithmetic, however, taught to each class rapidly in succession by the master himself, is greatly above the average in its general progress. The writing is fair, and great effort is made by the teacher to remove the defects of spelling among the elder boys, by dictation lessons, corrected by himself in their copy-books; but this exercise cannot be pursued with sufficient

APP. VI. Salisbury. frequency, leisure, and attention, fully to accomplish its end. Some of the boys who receive a large amount of his individual attention, are thoroughly well instructed for their years; but in geography and grammar, in which the lessons are given simultaneously, it appears to be these only that profit by them; the deadness of all the rest of the school being complete. There is indeed excellent tone and discipline, and an enormous amount of personal exertion on the part of the teacher; but not less want of such a revision of the methods as will make the *general* progress and intelligence more satisfactory, and do something more for the lowest section of about 30, than merely bring them up one by one in succession to spell over a few words on a card or book to an unskilled monitor, with whom they are thus employed only one-thirtieth of their time, with what progress may readily be supposed. *See* also p. 442.

Wycliffe Chapel. 16th JUNE.—*Wycliffe Chapel, Philpot Street*, B.S. (Girls 105, Infants 79.) A rapid glance at this school indicated progress since the date of my former visit, 18th June, 1845, but in no very marked degree.

Poultry Chapel. 19th JUNE.—*Poultry Chapel*, B.S. (Girls about 150.) This school is one which, owing to its general reputation, I was desirous of seeing; and though by no means a pretending institution, it is well worthy of that reputation, for its excellent tone and discipline, the good methods prevailing throughout its classes, the intelligent character of its instruction, and the industry, without excessive excitement or noise, which everywhere prevails. Even during the arithmetic lessons, the little ones are not, as usual, virtually neglected, but have their own little exercises on numbers, or on some object, and its qualities and history, in a sort of gallery lesson. The geography is respectable; the grammar limited. The whole school, however, in the essentials of reading, writing, arithmetic, needlework, and general industry and intelligence, is a useful model. It has obvious weaknesses, for want of more assistance to the teacher, but the parties are not at present prepared to avail themselves of the government minutes which offer it. The teacher, possessed of gentle intelligence and great natural tact, would well employ any that should be intrusted to her.

Warminster. 20th JUNE.—*Warminster*, B.S. (Boys 75, Girls 75.) The British schools of this town are in nearly the same state as at the period of my visit on the 28th April, 1846. They are not supported by a sufficient body of subscribers, and do not, therefore, offer salaries such as to command first-class teachers. The boys' school, however, has experienced latterly a great improvement in its general tone and spirit, under the management of a master, earnest, unaffected, and industrious, though greatly deficient in training, and therefore in methods, as well as in the habit of commencing on each subject with ideas sufficiently familiar and simple. The reading and spelling of a few boys is partly good, but of the greater number, relatively backward and incorrect; the writing is inferior in style; and it was only four or five boys that worked a sum in simple subtraction off-hand correctly; while the geography and grammar are equally limited to a few children. In the girls' school there is a superior tone and discipline, good writing, and respectable reading, but a want of better methods to stimulate exertion, and therefore of active intelligence in all the exercises, especially in arithmetic; only one child in the whole school being able to work a sum in subtraction, and that one partly brought up in another school, and monopolizing nearly all general intelligence in this. The grammar and geography are chiefly verbal, and the school is still deficient in maps and materials. I cannot help thinking that both teachers are possessed of capacities considerably to advance the status of their several schools, if they had encouragement and opportunity, and they already render the full amount of service for which they are remunerated.

Bratton. *21st JUNE.—Bratton*, B.S. (Boys 50, Girls 50.) The British school of

this place has many of the characteristics of a mere village school, in the small emoluments of its teachers, and the imperfect character of their education and training; but in the excellence of the premises provided for its accommodation, with the aid of a small grant from the Committee of Council, and in the unaffected earnestness with which the teachers have devoted themselves to their duties, it offers one of the best examples of village schooling, professedly on the British System, that I have yet seen. It would, indeed, be much better, if, in the boys' school, the master had the use of the best taught boys in the school to aid him in the instruction of the rest; but these are the children of subscribers, to whom he is giving a large amount of individual instruction, while the rest form virtually a separate school, to which he can give only a part of his time, and in which he can employ but ill-taught and ill-skilled monitors, taken from among that class who come to school with least regularity and stay the shortest time. These are the circumstances which I have had often to describe, in which a few stipendiary monitors would cure the greatest defect, the teacher being of sufficient capacity to take them; but the committee allege conscientious difficulties at present in the way of accepting aid under the new Minutes. With such imperfect material, the master is, nevertheless, doing more for the technical instruction of the whole in reading and writing than could have been expected; the arithmetic, however, is little, except that of the top class, under the personal instruction of the master; and here also are some good notions of geography, with one or two children making progress in the elements of English grammar. The girls' school copies assiduously the boys' school in its fair teaching of the elements of reading and writing, but without any vigorous intelligence, arithmetic, or other attainments, except the needlework, which appears to be very good. The tone and discipline of both schools are excellent. They want simply such strengthening as a stipendiary monitor or two in each would best give.

Bratton.

21st JUNE.—*Devizes*, B. S. (Boys 100, Girls 60.) The Boys' British school has experienced considerable improvement since the date of my last visit in April, 1846, through an augmented supply of books and apparatus procured by means of a recent legacy, and through endeavours on the part of the master to render his own instruction and that of his monitors more simple and intelligent. It is now a good school, though the tendencies of the teacher are still rather too much towards what are to the children merely verbal abstractions, and his manner towards them partakes occasionally of harshness, though his ordinary disposition is, I think, that of affection towards them, combined with a love for his work. The girls' school has not in the least emerged from the relative weakness in which I found it two years ago, but appears rather to have retrograded, even after making due allowance for defective attendance, in this as in the boys' school, owing to the raging of small-pox in the town. In addition to the needlework, there is virtually little else than reading learnt slowly and without much intelligence, and writing making good progress, under the direct instruction of the teacher, who herself writes an excellent hand. A certain well-behaved indolence and superficiality is the general characteristic of this department, breeding evils which are too often mistakenly attributed to *over*-education.

Devizes.

23rd JUNE.—*Maidenhead*, B. S. (Boys 80, Girls 55.) I visited and inspected these schools, in accordance with an application for aid under the new Minutes, but was informed by the minister of the Independent Congregation to which they belong, that "he and the other members of the committee had lately given up the intention of receiving Government aid for the support of these schools in any form, not through any apprehension of evil in the working of the measure, nor through any dread of the Government or its Inspectors, but in consequence of the Government

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having avowed, first by the Marquis of Lansdowne, and lately by Lord Morpeth, that their object is to promote a *religious* education, and that they will give assistance *only* where they are assured that such an education will be imparted, statements which render it, he conceives, inconsistent for him, or any other voluntary in religion, to take that aid which they might consistently have taken, had they been permitted to do so solely on the ground of *secular* education." The schools are a boys' and a girls' school, each having a fair attendance, and both on the British system, under teachers from the Borough-road. The girls' school is of older establishment than the boys, and wants a complete revival of its processes, and more activity and care in its instruction, so as to sustain an intelligent attention throughout all its exercises and all its classes, while yet its discipline and tone and manners are very good. The boys' school is under a young man of some energy and of recent training, who has it in excellent order, and in a state of progress, with methods of individual instead of indiscriminate mutual correction, which, when his monitors are trained to imitate them, will insure a large amount of technical progress. The arithmetic drafts should work their sums *round* more, and would thus acquire a more vigorous life, to be gradually quickened; but there is progress making in the mental arithmetic and in the writing.

Wapping.

23rd June.—*Prince's-square, Wapping.* I found this school, which, at the date of my last visit, was occupied by Roman Catholics, now entirely closed.

Blandford Forum.

26th June.—*Blandford Forum*, B.S. (Boys 65, Girls 50.) The British school for boys is still under the same master as at the date of my former visit, 23rd April, 1846. It now contains, however, only two boys who are 12 years of age, and only one of these is a thoroughly intelligent fellow. There are a number of others, however, well brought forward in merely elementary instruction; and yet, as a whole, the school is not in such high condition as when I last saw it, except in regard to the writing, which is making the best progress throughout and in the neatest books that is possible, the master himself setting all the copies until the boys have passed through their four first books. A small set of arithmetic books are equally good; and a limited number of boys show the like nicety of hand in copying maps and the Christian Knowledge Society's picture cards of animals; while the little ones are about to be practised in copying on their slates a good set of geometrical figures, which the master is preparing amongst other improvements. But the methods of the reading classes want a thorough revision; some of the monitors, though they are intelligent fellows, circulating, and others taking indiscriminate answers, to the waste of time, teaching, and noise. The arithmetic, too, would profit by a like revision; and the zeal and intelligence of the master will thus in no degree run to waste. The girls' school is under a young teacher, who has been in it about six months, and has already brought it into a good course of progress and discipline, on the best methods, which want only a persevering zeal and watchfulness to maintain in active operation. These, I think, she will show under the good superintendence which she enjoys; and already the school has completely emerged from the weakness into which it declined on the decease of the young teacher whom I last found in it. It ought indeed, to have done so, for the sewing occupies only 1½ hours each day. An attempt to procure better ventilation to the rooms has been made by taking out a few bricks in a wall of each near to the ceiling; but there is still a want of clear upward ventilation through the middle of the coved ceiling, which is altogether too low.

Wareham.

27th June.—*Wareham*, B.S. (Boys and Girls 110.) Inspected the British school of this place by registered invitation of long standing. It is a good school, the result of many trials and much observation on the part of its most active patron, John Brown, Esq. The population of the town being limited, it is for boys and girls, under the same teacher, formerly a

mistress, now a master, with a sewing-mistress to teach the girls in the afternoon. The room is a good one, with a gallery and a teacher's desk at one end, and the usual arrangements of a British school in the remainder of it, viz., desks in the centre, with good space all round. The discipline at the time of my unexpected entry appeared somewhat lax; but a good-natured cheerfulness and intelligence was visible in the countenances of all the children, and the source of it was easily discoverable in the methods of work prevailing throughout the exercises, in the activity with which they are used, and the hilarity inspired by Mr. Brown's occasional presence, to lead their singing exercises, in which he has original views that are here very pleasingly exhibited in successful application. Indeed, he seems to be a great promoter of good chanting among the Independent congregations, and the author of an edition of the "Songs of Zion," arranged for their use. The chanting of the children is with a distinctness of utterance, and a simplicity and apparent feeling which is very delightful. The boys and girls work in the same classes, and yet, in mentioning the want of order that seemed to prevail in the classes at the moment of my entering the school, I ought to have noticed that a genuine propriety of demeanour and simplicity of expression characterized all the children. A number of young people have been trained to be teachers in this school, and one, now retained for 1*s.* a-week only, is a young woman who teaches the writing to the girls, and sets copies for all, which are very good, and well followed. The like course is pursued with the boys by the master himself, with yet better success, the neatness, style, and progress being equally satisfactory. Besides employing the best methods when in their classes, the monitors are required during a certain time, set apart for that purpose, in the morning, to prepare the questions which they are going to ask upon the secular reading lessons in the afternoon, to be revised by the master, and ultimately put by themselves, with sufficient command of the sense not to require the notes. The result is questioning of a very superior intelligence by both boys and girls.

Wareham.

28th June.—*Lyme Regis*, B.S. (Boys 75, P.T. 2.; Girls and Infants 45.) This is a school for boys, girls, and little ones, under a master assisted by his wife, who has the whole management of the latter, and of the girls' sewing, in an upper room, while the master gives all the instruction of the elder children in the room below. Here they form a thoroughly efficient British school, with a top class of about 30, brought forward with an equability of progress and a distinct intelligence which do great credit to the master's zeal and ability. Out of this number, which includes some of the children of the middle classes, he obtains monitors of an ability to keep the younger classes of both sexes, grouped separately, in full operation. The progress in reading, writing, and arithmetic, therefore, in good methods, though susceptible of being used with more activity, is satisfactory throughout. The arithmetic, with the first elements of mensuration, is remarkably good, and the grammar respectable, while the geography is comparatively deficient. The school is essentially a good one, and challenges the apprenticeship of pupil-teachers. Accordingly, I gave a more special examination to four children of either sex, and found two of each, whose age and attainments and capacities would enable me to recommend them for apprenticeship; but when I came further to examine into the instruction of the infant and sewing department, I did not feel myself justified in regarding the schools as two separate ones, but only as *one*, of which the master is the teacher. I cannot, therefore, certify the girls for apprenticeship to the mistress, and am prevented by my instructions from recommending their apprenticeship to the master. I beg, however, to forward the requisite papers concerning the apprenticeship of the boys to the master. The needlework of the girls is well managed by the wife of the master, a very respectable matron; but for the better management

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Lyme Regis. of the younger children she wants some ideas and some appliances of the infant system, in partial supersedence of her present plan of employing the whole of them alternately in little reading and spelling drafts, under monitors chosen not from the eldest children in the school, but only from the elder in the infant department of it; or in the practical waste of their time called writing on slates. For this purpose there should be a gallery at one end, with a curtain drawing across the middle of the room; and for providing these, and making new offices in place of the present, which are improper in arrangement and a disgusting nuisance to both schools, the 50*l.* twice granted to this school, and twice stopped for want of its promoters clearing off any outstanding debt, might very properly be again offered to them on the part of their Lordships, whenever they can show its affairs to be in an unencumbered state. *See* also p. 444.

Honiton. 29th June.—*Honiton*, B.S. (Boys and Girls 60.) This school has not at all improved since the date of my last visit, nearly two years ago, but rather the reverse. The defect in this case does not appear obviously to be of instruction, capacity, proper demeanour, or desire to do the best, but of the tact and energy to employ every available power to the training and instruction of the children. In fact, the school exhibits less of either discipline or instruction than it is possible to conceive in the presence of so respectable a master. The methods are defective in every exercise there is a want of purpose either to teach or learn among the monitors and children; and the progress, therefore, is slow and blundering. Five boys at the top of the school, including one chiefly taught elsewhere, have superior ability in reading, writing, spelling, and arithmetic; but in grammar and geography all are equally deficient; and the writing, though taught with industry by the master, is defective in the formation of the lower parts of the letters. All this might be excused in so poor a town as Honiton, if the mass of the children were being well and industriously educated in the simplest elements, with habits of order, industry, and cheerful obedience; but such is not the case; and the poor and backward state of the town generally, therefore, does but awaken the more regret that this school is not one of a vigour proportioned to the want of it. It owes its erection and continued existence at all, chiefly to the liberality of one patron, the Rev. W. Wright, the minister of the Independent Congregation, to whose chapel the school-room is attached; the vestry serving as a class-room for the instruction of a few girls in addition to the boys.

Kingsbridge. 29th June.—*Kingsbridge* and *Dodbrooke*, B.S. (Boys 90, Girls 30.) During the two years which have elapsed since my former visit to this school, its master has considerably improved in the character of his own direct instruction to the children in the boys' school; and yet the methods of the reading classes generally want revising, and a greater spirit of activity giving to the whole body of the school. The master being possessed of native energies, and a thoroughly good spirit in his work, I do not doubt that this is a case in which the pointing out of such defects will suffice for their removal. The reading has not mutual correction, continuity of attention, or intelligence, and therefore the subsequent questioning *with books shut* is without sufficient foundation or spirit, besides that there is a want of "hands up" silently on the part of the boys. The arithmetic and the writing are, however, good, in the careful and intelligent manner in which the instruction is arranged and given, though the former also admits of a little more activity. Half-a-dozen boys at the top of the school, with a little instruction in grammar and geography, would be fit candidates for the office of pupil-teachers, a proper spirit being thus thrown into the monitorial exertions of such as may be selected, and the master may be intrusted with their education. The Committee will, I believe, apply for aid in this matter accordingly. The girls' school has declined *in vigour* since the date of my former visit, as well as even in numbers,

the latter partly owing perhaps, to its very rigid rules, to the exclusion of fancy work, where many of the children who would have come out of the small population which the town comprises, even those of little shopkeepers and other persons who take alarm at any supposed badge of "charity" being affixed to the use of the school. It must be confessed, however, that the young teacher has not developed that power in the management of the school which her general intelligence and pleasing manners gave ground to anticipate. There is a want of vigour of real *collectiveness* in the instruction of the classes, though there is plenty of simultaneous answering; and consequently, habitual exertion is limited to a very few children. The methods want revising, and the school should be worked in fewer classes, with improved methods, by the mistress herself, and one or two stipendiary monitors, for there must be, in such a town, both need of the school and an opening for its success. *See* also p. 444. Kingsbridge.

3rd July.—*Dunster*, *Wesleyan*. (Boys and Girls 50, P. T. 2.) This is a school for boys and girls in the same room, on the plan of the Glasgow Normal School, in which the master was trained. It is one of very good tone, with excellent discipline; and the master is labouring very hard and faithfully. A little more of analytical vigour, and challenge of the individual attention among the children, would, however, greatly invigorate the whole. The want of more of this, combined with want of skill in monitors, entails defects in spelling and reading. Nevertheless, the school is steadily rising in every exercise, and a second year of labour—for he has had only one—will show, I fully anticipate, a marked improvement. *See* also p. 444. Dunster.

4th July.—*Street* and *Walton*, B.S. (Boys and Girls 51, Infants 50.) This school is in much the same state as at the date of my former visit, 25th June, 1846, except that the school for boys and girls now is under a teacher of better capacities, though still deficient in training, who is therefore teaching, though laboriously and carefully, yet upon a system of slow individual instruction. This school is doing good, and might have a stipendiary monitor or two with advantage, though it appeared, on trial, scarcely to contain the proper material at the moment of my visit. The infant school is merely a dame's nursery, a little improved, with a young girl assisting her mother to take charge of the little ones. Street and Walton.

5th July.—*Woodburrow*, B.S. (Boys and Girls 43.) This school has declined since the date of my former visit, 25th June, 1846, a female teacher being now substituted for the master who then kept it; and she is qualified to teach little more than reading and sewing. The reading and other attainments of a few of the girls are rather above those of the mistress, owing to their having received instruction from some of the young ladies of the families befriending the school. The general progress of the school accords, however, with the powers of the mistress, who wants a knowledge of methods to make the best use of her limited capacities. This is now, therefore, merely a weak village school, with tone and discipline improved by the supervision of the ladies. Woodburrow

6th July.—*Bedminster*, B.S. (Boys 80, Girls 50.) The Bedminster British Schools occupy one large hall, divided down the middle by a low partition, on one side of which is the boys', on the other the girls' school; and at one end a teacher's desk and platform, and at the other a pulpit, apparently for Sunday-school uses. The room is a very good one, except that it wants better upward ventilation, and its size and squareness cause a disagreeable amount of reverberation, the distraction from which is aggravated by the two schools having to pursue their several courses in the same room. I do not, therefore, think that the arrangement is one to be imitated, for it does not attain its design, which was a favourable influence, from the children of the opposite sexes being in each other's presence, for they do not come into the same classes, except for the simultaneous music Bedminster

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lessons, and the mutual influence of their minds is not, therefore, brought into operation. Both schools are under respectable teachers; but my impression was that more might be done in them for the body of the children assembled, by a revision and vigilant superintendence of the methods of all, and especially the lower classes. Indeed, I did not think the condition of the boys' school generally commensurate with the ability of the master, who is preparing to study for the ministry. The reading and writing of the girls are both relatively superior, from obvious causes, in the setting and supervision of copies, and in a better though imperfect collectiveness of attention in the classes. The arithmetic is only of average vigour; the geography and grammar limited; and the teaching of music to both schools chiefly by the mistress, very fair. *See* also pp. 401, 449.

Corsham.

7th July.—*Corsham*, B.S. (Boys and Girls 90.) This school is improved since the date of my former visit, 30th April, 1846, being yet in the hands of the same teacher, who is giving to it more earnestly the respectable qualifications which he possesses. The methods of the whole school, want revision, but the matter and spirit of the instruction are good. One fundamental defect in the organization is a distinct class of higher-paying children at the top of the school, who necessarily either receive an inadequate share of the master's attention to bring them on individually, or an undue share of it with reference to the rest of the school. In the present instance, both portions partially suffer, and the defective state of the upper as well as lower classes is, therefore, no true exponent of the master's ability. There is ability enough in the school, with industry, a few stipendiary monitors, and a revision of the methods, to make it a very superior one of its class; and the committee, with whom I had a lengthened interview on the subject, will most likely apply to the Committee of Council under the new Minutes. *See* also p. 443.

Godalming.

10th July.—*Godalming*, B.S. (Boys 60.) This is a British school, founded about 35 years ago, on a joint-stock system, and erected on an ample copyhold site, held in trust for the shareholders, who permit the present elective committees of subscribers to manage the schools, and are themselves annual subscribers of the amount of the interest due but never paid upon their shares, and generally of somewhat more. Still the schools have but limited funds, and the teachers' salaries are therefore inferior; but these young people themselves have very fair capacities, and are prepared to exert themselves to get the schools into higher vigour. Indeed, they are in a state of decided improvement. The boys' reading is on good system; writing in good progress, though a few more copies might be set by hand; and arithmetic fairly advanced on a system of individual instruction in groups, yet wanting a little more tangible arithmetic in the lower classes. The elder boys, too, have some grammar and arithmetic; and the school well deserves the assistance of a pupil teacher or two, for which the committee have sent up a memorial. The girls' school is in pleasing order, and making excellent progress in writing from copies, all set by the mistress. In reading with intelligence the progress is not equal throughout, owing to no want of capacity, but of a revision of the methods, so especially as to get rid of simultaneous answering. The arithmetic, too, may be revised with advantage, the first elements of grammar be made familiar to a greater number of the top class; and the geography be made less verbal, and more intelligent. The teacher's efforts may profitably be aided by those of a stipendiary monitor or two, in accordance with the request of the committee. Assistance also might be beneficially extended to the parties interested, if they be so disposed, in converting this profitless sharehold estate into a proper trust property, permanently secured to its objects, and putting it into better condition in every other respect.

North London.

11th July.—*North London, Calthorpe Terrace, Gray's Inn Lane*, B.S.

(Boys 270, Girls 134, Infants 160.) The premises occupied by these schools have undergone considerable improvement since the date of my former visit, three years ago, by the enlargement of the infant school-room at the expense of the boys', and also of the class-room attached to the latter, in which is now contained a large gallery sufficient to receive one-third of the boys at a time for simultaneous instruction. The school is divided into three sections accordingly; and an active assistant teacher being employed to second the efforts of an energetic master, who uses also a subordinate monitorial organization, the whole of this great school is making a steady progress The organization is, indeed, perfect, for the existing means of instruction, and it is only the methods, both of the monitorial classes and simultaneous sections, which want a little revision to secure greater equability of exertion among the children through more genuine collectiveness of attention. The girls' school, which has experienced an increase of numbers, is also in good organization and discipline, on the monitorial system, but wants a little more exertion to have the good methods well understood by its teacher duly carried out in every exercise, and to summon the attention of the duller or more indolent children. The infant school, under a male teacher of an early date of training, is stationary, and does not, like the other two schools, challenge the appointment of pupil-teachers in case the Committee apply for aid under the new Minutes, but only of stipendiary monitors. North London.

17th July.—*Cardiff, Wesleyan.* (Boys 85, P.T. 2; Girls 68, P.T. 1.) These schools, for boys and girls respectively, occupy the several stories of a good school-house in Working-street, erected about three years ago, with space enough in the play-yard at the back to have one circular swing, the yard being used by both boys and girls at different times. Both schools are on the Glasgow system, and the boys' school is, on the whole, superior in its excellencies, and only equal in its defects, to the English schools on this plan generally. The master's simultaneous teaching is lively, clear, and consecutive, if not ably analytical. The order and tone of the school are exellent; the writing and drawing (the latter in very well graduated lessons, though chiefly from copies) also very good. The arithmetic, too, is taught with intelligence, the common system of notation being made thoroughly intelligible to the youngest children; and yet the body of the school is not making a progress commensurate with all these excellencies, though they tell obviously in the attainments of the few abler children at the top of it. This arises from a large amount of the simultaneous instruction, through a want of more active individualization, being virtually monopolised by these children, while their forced employment as monitors to the younger, during a considerable part of the day's exercises, is without skill; and the consequence is that these younger children present no superiority of progress over those in schools which have no such excellencies to exhibit as have already been specified. The present female teacher is but recently appointed to her task, so that she has not had time to reorganize her school; but she shows very superior capacities of simultaneous instruction in her gallery teaching, and in the mode in which she sets about every exercise. *See* also p. 439. Cardiff.

19th July.—*Talybont*, B.S. (Boys about 40.) This school is in a state of ruin as compared with that in which I described it on the 6th October, 1845. It has lost its best resident patron, and its former able master. It is now, therefore, a village school of the worst instead of the best class, under a young man who is not sufficiently instructed himself to converse in English, and is entirely ignorant of any method but that of slow individual instruction to convey to others the little scholarship that he possesses. It is impossible, therefore, for a school to be in a more unsatisfactory condition. And this is the more to be regretted, since the school premises are very good, and occupy a favourable position in the midst of a considerable Talybont.

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Talybont.

population, from which the children of those few who can afford it are now sent across the Dyfi River to board in cottages within reach of the Bryn Crûg school, near Towyn. Some of the promoters of the school are not satisfied with its present condition, which I frankly described to them, and will perhaps make an effort towards its revival.

Bryn Crug.

28th JULY.—*Bryn Crug, Towyn*, B.S. (Boys and Girls, about 90.) This is a good British school for boys and girls, occupying a good room, built with a teacher's house at one end of it, with aid from the Committee of Council on Education. The cost of its erection has been duly defrayed, and the school is in thoroughly good organization, and in the fullest activity, under a Welsh master of great good sense and industry, though not of high education, who has been sufficiently in England to have a fair English idiom, and has selected the best methods from various schools. His English reading drafts are all on a complete system for reading, spelling, and translating, and the monitors are brought to a use of this system, which appears to be thoroughly effectual for technical instruction. A complete set of monitorial drafts for arithmetic, on a more active or intelligent system, with higher results in progress, in accuracy, and in celerity, I have never seen in an English school. The writing, too, is making progress, though more copies might advantageously be set for the younger ones. The geography and grammar of the elder children is equally good, and a few are handling their pencils with superior nicety in drawing from copies, and attempts to draw from objects. Indeed, I have seldom seen a school in better working condition throughout than this; and as the master is a young man of energy, striving for self-improvement, and determined to extend the range and improve the character of his own education, I cannot hesitate to recommend his school for the reception of a pupil-teacher. The very existence of this school is a great testimony to the energy of its chairman, Mr. Richard Price. *See* also p. 446.

Tremadoc.

21st JULY.—*Tremadoc and Portmadoc*, B.S. (Boys and Girls about 90, P.T. 1.) This school is in nearly the same condition, and under the same master as at the date of my former visit, 8th October, 1845. If the master had methods equal to the amount of his fair English scholarship, this would be a good British school; but being untrained, and therefore possessing only habits of individual instruction, without the means of thoroughly rallying the united attention of a class, or getting his little monitorial agents to do the same; the progress and order of the body of the school are inferior, notwithstanding that a few children at the top of it get a very respectable amount of technical instruction in English reading, writing, and grammar, and in arithmetic. The master is a serious, unaffected, willing person, who might perhaps be induced to improve his methods by a careful study of those in the Dinas and Bryn Crûg schools in the same county; and to facilitate such an improvement it would not be unwise to give him one of his best-taught boys as an assistant on the terms of a stipendiary monitor or pupil teacher. The boy selected at least would be making due progress, and the school be improving for any teacher of greater energy who could be found. Accordingly I made an examination of the elder children, with a view to the selection of one, whose papers I have preserved; the proper memorial for his apprenticeship, &c., will be duly transmitted to their Lordships; and I will forward at the same time the other papers, which will enable them to make a decision upon its prayer. The project for the infant school, mentioned three years ago, is waiting only for a paper of Queries to be sent down from the Council Office. *See* also p. 446.

Festiniog.

24th JULY.—*Festiniog, Slate Quarries*, B.S. (Boys and Girls about 80, P.T. 2.) This is a school formed by the exertions of the agents and men of the large slate quarries worked on the estate of Mrs. Oakley, in the parish of Festiniog, by a powerful company, whose railroad for the ship-

ment of their produce, common to several other companies, runs down an inclined plane from hence to Portmadoc. The large number of able-bodied men to whom the quarries give employment has caused the location of a considerable population at the foot of the mountains which rise from the watershed between the vales of Llanrwst and Festiniog and from the boundary between the counties of Merioneth and Carnarvon; and as a great proportion of them are not members of the Established Church, their exertions for the education of their children have taken the present form. Their united resources are enabling them to erect a proper school-room and master's house, on a site given by Lord Newborough, with aid from their Lordships of the Committee of Council on Education, and, in the meantime, they have employed one of the best teachers in the county, formerly master of the Dolgelly British school, of which Mr. Vaughan Johnson gives a very favourable report, to commence his labours in a Sunday-school room, lent to them temporarily for the purpose. This, though a respectable apartment, is one but little adapted to the purposes of a day-school, owing to its situation at the foot of a dangerous railway incline, extending half-way up a high mountain, at an angle of about 45 degrees. Nevertheless, the school has already enjoyed great success, being organized in monitorial drafts, with a good set of methods, partly worked by the master himself, circulating from one to another. Indeed, I have nowhere seen more persevering and successful efforts to give intelligence to the English reading by the translation of every word and sentence, often with a competitive use of the chalk and black board to write down the words of the lesson, or words related to them in both Welsh and English. These exercises gradually rise to lessons in composition, and the arithmetic is equally well taught throughout, with a corresponding progress. The grammar and geography of the upper children are as good as in the schools of the middle classes generally, and the etymology much superior. In fact, the school in all its main elements is a thoroughly good one, notwithstanding that the master speaks and writes English in a Welsh idiom; that the writing is under the average in style, progress, and cleanliness; and that the singing and drawing by ear and from copies are, like the writing, far less finished than the master imagines them to be. Perceptions of form want altogether a higher cultivation, and will contribute much to improve those also of order. Yet I cannot hesitate to recommend the school for the reception of pupil teachers; for the zeal, activity, and attainments of its teacher are such as will enable him to bring them up to the required standard, and give them those habits of sound mental activity which will render easy their obliteration of any provincial peculiarities which may yet attach to their language, when they go forward to a Normal school, especially if it be in England. *See* also p. 446.

Arr. VI. Festiniog.

25th JULY.—*Llandudno*, B.S. (Boys and Girls about 80.) This school claims peculiar consideration, though its circumstances seem to exclude it from present participation in grants under the Minutes of 1846. It occupies a substantial little school-house, erected by persons chiefly of the labouring classes, fishermen and others, who describe themselves as precluded from using the neighbouring National school, by its conditions respecting religious instruction. The school-house stands on a site belonging to the Hon. E. M. L. Mostyn, who has promised a lease of it to the contributors; but until they possess this lease, they cannot receive stipendiary monitors without entering into undertakings respecting the return of money, which they are not in a position to execute. The school itself, too, is so much affected by the general poverty of their position, that I cannot report it as one which challenges aid by its merits, even in the shape of stipendiary monitors. It is a school for both boys and girls in the same room, for which a master trained at the Borough-road school

Llandudno.

App. VI. Llandudno.

was for some time maintained; but about a year ago, on his requiring his salary to be made up to some 48*l.* per annum, his services were dispensed with, and the present master, an active member of the committee, and still acting as its secretary, entered upon the situation, having previously familiarized himself as much as possible with the methods of the former teacher. The methods in the several drafts, whether in reading, spelling, or arithmetic, are, in fact, fair and actively pursued; the master himself circulating through them, to add further explanation and instruction, in which he uses all the general interrogation that is employed, except in the two top drafts, and does nearly all the translation of the English words into Welsh. The moderate extent of his own scholarship, English or other, may be estimated by the accompanying written answer to a written question, and by the filling up of the "preliminary statement," and the letter accompanying it, which are also from his hand. That of the children who have been longest in the school, may be estimated by the annexed papers of David Jones and John Parry, the latter the teacher's own son. Notwithstanding the low scale of attainment which they all exhibit, I must do the present teacher the justice to say, that, considering his limited opportunities and means, he shows great acuteness and persevering good sense in his endeavours to teach an average attendance of some 60 children, not only the use of letters and figures at all, but their use in a foreign tongue, which, in a very remote village in this part of the kingdom, is a matter of no small difficulty; for only one of the assembled members of the Committee, for instance, could speak English to me: the master himself having to interpret to them all my observations. These were directed to pointing out to them their position with reference to the Minutes of 1846, which they had rated high in proportion to their need for assistance, as indicated by the master's answer to my written question. I had therefore to point out that their school did not come within the scope of even the lowest form of assistance under their Lordships' Minutes, except under an interpretation of them in favour of their poverty, remoteness, and ignorance of the English language, more liberal than I was qualified to make, though quite ready to send up a special report of the case, such as I now submit, with my readiness to proceed further in the matter if their Lordships shall see in it reason to issue instructions to me to send in papers recommending the apprenticeship of David Jones and John Parry as stipendiary monitors. Without such instructions, I can only return herewith the preliminary statement.

Melksham.

18th August.—*Melksham*, B.S. (Boys 75, P.T. 2; Girls 65, P.T. 1; Infants 60.) The teachers in these schools are all persons unaffectedly devoted to their duty, and in the boys' and girls' schools of sufficient education and intelligence for their performance, but all are defective in the want of more complete training, and in the habits of greater energy, combined with more complete methods, which are its usual concomitants. Both boys' and girls' schools, therefore, are intelligently planned, but the views of the teachers are not sufficiently carried into effect; miscellaneous answering concealing the indolence of the greater number, permitting superficiality in the rest, and fostering general incorrectness throughout. This, however, has been pointed out, and will be amended. The infant school is merely a dame school of unusual size. *See* also p. 444.

Derby.

21st September.—*Derby*, B S. (Boys 170, P.T. 5; Girls 85, P.T. 2; Infants 160, P.T. 1.) The Derby British schools for boys, girls, and infants have all improved in vigour, activity, and discipline since the date of my last visit, though not to an extent at all beyond what might have been expected from the additional force then placed in them, in the shape of pupil-teachers; and no mentionable augmentation whatever in the numbers in attendance has resulted from their employment.

22nd SEPTEMBER.—*Derby, Wesleyan.* (Boys and Girls about 120.) This is held in the very spacious Sunday-school rooms under one of the largest and handsomest chapels in the kingdom, only a few yards distant from the British school. Thus situated, it can however receive no aid under the Minutes of 1846. Some of its most active supporters are therefore desirous of erecting new school-rooms on a plot of land nearly contiguous, and invited me to an inspection of the school and a meeting of their friends, to give them explanations upon the means of obtaining, and the conditions attaching to, aid from the Committee of Council. Of this, accordingly, I availed myself. The school is for boys and girls, in the same rooms and classes, but is chiefly attended by the former, and is conducted by a master without female assistance. He was trained in the Glasgow Normal Seminary, and in a reading lesson, with etymological and grammatical analysis of its language which I heard him give, showed himself a clear and able teacher. He has adopted a large portion of the British system, and has made a compromise between it and the Glasgow system, which gives on the whole a good working plan, though it does not at present offer a neat specimen of management. APP. VI. Derby.

4th OCTOBER.—*Friends' School, Bristol,* B.S. (Boys about 500.) This, to which some of the ablest supporters of the Red-cross Street school were good enough to ask my attention, is an extraordinary institution, supported by members of the Society of Friends, and occupying the refitted premises of an old monastery. It is attended by upwards of 500 boys. The children *learn*, or are supposed to learn, their lessons in a great antique chamber, and go to *say* them, or receive gallery lessons, in several class-rooms underneath it, or in the cloisters which run along one side of the play-yard. The *hearing* of the lessons of the sections successively sent down, and all the active *teaching*, is the work of an intelligent young master, but defective in training, with several youths in the quality of pupil-teachers, but considerably under the usual average of monitors in tact and general ability, though above it in age. In fact, the school wants better organization, far more teaching power, and a much more skilful employment of it, to make it nearly equal to an average British school. Friends', Bristol.

5th OCTOBER.—*Bedminster,* B.S. (Boys 100, P.T. 2; Girls 65, P.T. 2.) The boys' school has experienced a change of teachers since I inspected it in the summer, to its great advantage. It has now the roots of a vigorous life, though its reorganization is too recent for me to testify with any exactitude, to the degree of excellence which it will probably attain. The children now offered for apprenticeship in it have chiefly been educated elsewhere. Both teacher and pupil-teachers, therefore, are new to the school. A course of active duty and good discipline is, however, already established, and an energetic committee express their determination to make the school always worthy of the patronage which they now seek for it. The girls' is a respectable school, which the perseverance of its mistress promises to improve by the removal of some weaknesses in its lower classes. *See* also pp. 396, 449. Bedminster.

16th OCTOBER. — *Abbey-street, Bethnal-green,* B.S. (Boys 500, P.T. 6; Girls 160, P.T. 1; Infants 220.) The boys' school is now in high working condition throughout, every department of it having been revised in methods and reinforced in spirit since the date of my former visit. The whole presents a very instructive study of a very large primary school on a mixed system, with good and active methods as well as complete organization. The method by which the arithmetical exercises are worked on a plan of combined individual and collective instruction, is worthy both of observation and imitation, having been brought to perfection within the past year. The collective instruction is very active, but is now the part of the schools' exercises which most admits of improvement by the adop- Abbey-street, Bethnal-green.

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Abbey-street, Bethnal-green.

tion of a more perfect logical scheme in the working of it. The infant school is likewise improved, but is not a model school. The girls' school remains in the same condition of comparative weakness in which I found it a year ago. *See* also p. 450.

Radnor-street, City-road.

19th OCTOBER.—*Radnor-street, City-road, Wesleyan.* (Boys 195, P.T. 4; Girls 114, P.T. 2; Infants, 80.) The boys' school has undergone considerable improvement in general vigour since the date of my last visit, but the master still wastes upon fancies too much of the time and energy which are requisite to carry out any consistent system that he should adopt. Its 24 drafts are now grouped into six classes or sections under pupil teachers or superior monitors, but the youngest of these is an infant section, which ought to be transferred to the infant school, instead of being confined in the wretched little cave under the school in which it is now buried, with a monitor untrained to infant teaching. The upper section, on the other hand, forms an upper and higher-paying school, the boys in which do not generally mingle with the rest, and in which it must be very difficult to pursue a successful course with children of such various attainments in a single class of nearly 60 children. The four middle sections form an improving school, occupying the main school-room, which the master is endeavouring to divide into quarters by a canvassed framework, which lets down upon the desks, or draws up to the top of the room, as occasion may require; not, however, as it appeared to me, without interfering with the ventilation. The girls' school remains in much the same state, with a fairly qualified mistress, but slow and weak individual instruction and indiscriminate answering.

South Islington.

20th OCTOBER,—*South Islington and Pentonville British School, Weymouth-terrace.* (Boys 230, P.T. 6; Girls 84, P.T. 3; Infants 85, P.T. 2.) Since the date of my last visit, one of the two masters who then divided the management of the school between them, has removed to another important charge, and has left its entire management to Mr. John Langton (aided by an assistant teacher), who has reorganized it, revised its methods, and reconstructed its scheme of instruction on a plan which promised to employ all the new resources given to him in a staff of pupil teachers. His description of the present plan of the school is worthy of being transcribed, as a specimen of the changes thus brought about in a single year, merely by granting to an able master a superior subordinate agency consisting of five pupil teachers, with several candidates for the like office.

"In the first place, I may state, that the school is divided into two parts, junior and senior, and each part is again subdivided into four divisions; each of these is placed under the care of a pupil teacher; and thus we have eight distinct divisions in the school, under eight distinct responsible agents, amenable to myself and assistant for the proper conduct and progress of the portions respectively under their charge, and subject to our superintendence and control: to each of these, in turn, we devote the time which we can spare from the more general superintendence of the school in direct teaching and examination. And here I may observe, that in proportion to the increased efficiency of the pupil teachers, the time which we can thus devote is also increased.

"It has no doubt, occurred to you, Sir, that the work of instruction may be separated into two parts: the one, the communication of knowledge; the other, the improvement of the pupil in what may be termed the *mechanical* parts of education. For the first, the general divisions which I have mentioned, containing about 36 pupils each, are admirably adapted; but for the second, and especially in the junior portion of the school, where the children are *introduced* to the several branches of instruction, I have found that 25 or 30 are too large a number to be taught by one pupil teacher with efficiency and success; I have therefore placed one or two

monitors, as the case required, at the disposal of each pupil teacher, so that he may portion off his division into drafts, for the purpose of a nearer approach to individual study.

"From 9 to 9½ A.M. we are employed in marching, inspection, singing, and prayer. From 9½ to 10½ our attention is devoted to reading, spelling, and analyses of reading lessons; for this purpose the *draft* arrangement is adopted, each division being parcelled off into two or three drafts, under monitors, the pupil teacher considering himself responsible for the order and progress of the whole, while he teaches each draft in turn; and he is at liberty to reconstitute his division, and take the work of instruction entirely upon himself, whenever such a step appears necessary.

"From 10½ to 10-25 each pupil teacher calls the roll-book of his division, marking absentees, appointing boys to call upon them, and reporting any case which appears to call for my especial attention; in addition to these "division roll books," I have a "general roll book" for the whole school, in which I enter the weekly fees, and exercise the requisite control over the attendance of the children.

"The time from 10-25 to 11 is devoted to religious instruction; for this purpose the school is thrown into the two divisions, senior and junior; a Bible lesson is given to each part, in turn, by myself, on alternate days, while my assistant and the pupil teachers are engaged in Bible reading with the drafts of the other part. From 11 to 11½ the whole school is in the playground.

"From 11½ to 12½ the pupil teachers are occupied in giving collective lessons to their respective *divisions;* and in the senior division about twenty minutes are employed at the end of each lesson by the pupils in writing an abstract of what they have heard; that is, 40 minutes are employed in giving the lesson, and 20 minutes in written revision. The juniors have two lessons during this time. At 12½ the juniors are dismissed; my assistant employs the seniors at tables, spelling, &c., until 12½, and I am engaged with the pupil teachers until 1.

"The afternoon is employed in the same varying use of drafts or divisions, as the nature of the study may seem to demand; from 2 to 3 we employ in written arithmetic; from 3 to 3½ we are employed at dictation or mental arithmetic; and in both written and mental arithmetic we at one time use the draft arrangement, as during the reading in the morning; and at other times we study in divisions, making more frequent use of drafts in the younger portion of the school. From 3½ to 4 we write, and the juniors are then dismissed, when the seniors receive a collective lesson under my assistant, while from 4½ to 5½ I am again engaged with the pupil teachers.

"In order to facilitate the work of the pupil teachers, maintain a unity in the entire instruction of the school, and at the same time ensure attention to the various salient points of each study in their turn, I have been at some pains to draw up courses of lessons for each particular branch of instruction; these, for the most part, consist simply of lists of things to be taught, with references to the authors where the most approved *mode* of teaching is adopted, as far at least as I have been able to discover; and though, as you kindly observed, they will doubtless require and demand frequent alteration, yet the benefit I have already derived from them well repays the labour which they cost."

This plan is now in full operation, with very gratifying results in the general tone and progress of the children. The girls' school has undergone a reorganization also, by which, intermediate between its former instruction, simultaneously and in drafts, is now introduced an arrangement in large classes or sections under pupil teachers, for the purposes of collective instruction. This appears to work exceedingly

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well, and the whole school has greatly improved in tone and vigour since the date of my last visit, although its increase in numbers is comparatively trifling. The infant school maintains its former good condition, but with only just its former numbers. Such indeed is the general value of these schools, and such the amount of genuine teaching power which they are accumulating, that I can only account for the want of a very full, instead of merely a fair attendance, by supposing that the condition which requires the parents to *purchase* schoolbooks for the children is operating against attendance on the part of the poorer classes. This, however, is about to be remedied in part through the aid of a grant for books from their Lordships. At the same time it is desired to have two pupil teachers in the infant school, to receive their general instruction with the other pupils in the girls' school, while their *special* training is carried on in the infants', an arrangement to which I apprehend their Lordships will see no objection. All the schools will then have a fair staff of pupil assistants. *See* also p. 449.

hichester.

24th October.—*Chichester.* (Boys 190, P.T. 6; Girls, 65, P.T. 1.) The British schools of this town, for boys and girls respectively, are under the same management, but occupy separate premises of a convenient character; those of the latter having recently been procured with the aid of a grant from the Committee of Council on Education, and comprising a teacher's house. The boys' school exhibits all the improvement that could be expected within one year from the first employment of pupil teachers in it; and the ready grouping of the old monitorial drafts into larger sections for collective lessons, shows an alertness combined with sound judgment eminently creditable to the head master, one of the oldest of Lancaster's own school of teaching, in whom some closer adherence to habits formed when these improvements were impossible might reasonably have been expected. The plan is for each pupil teacher to have the superintendence of a small set of drafts, circulating from one to another, and showing the monitor in each by example how to conduct every branch of the instruction in reading, interrogation and spelling, and in arithmetic. These drafts, at other times, are thrown together for collective instruction, into six sections, through which the master circulates, instructing the pupil teachers as they instruct the monitors. Then again the school is sometimes divided into two sections for simultaneous instruction by a pupil teacher, under the moderatorship of the master, and the criticism of the other pupil teachers, which is taken and discussed at the close of the lesson. Each pupil teacher, too, superintends and actively teaches in two of the desks of the copy-book writers. The tone, spirit, intelligence, and activity of the whole are very gratifying, but improvements may be made in dividing the work of the drafts between the monitors and the pupil teachers, so that nearly all the interrogation should devolve upon the latter; in the arrangement of the classes for collective instruction, so that all the children in each should be more completely under the command of the eye and voice of the person instructing them; and in the *matter* and *arrangement* of the simultaneous and collective lessons, with the view of making them practical lessons in reasoning, chiefly by synthetical methods, while the reading drafts afford the chief practice in analytical processes. The tone and discipline of this school are thoroughly good, and though the new assistant master wants the quickness of his predecessor, he appears to possess sterling qualities which will enable him to discharge the duties of his position satisfactorily. Of the girls' school it is needless to make an elaborate criticism, for until the new school-room shall be completed, it is held in the various little rooms of the teacher's house, under circumstances which preclude any exhibition of great neatness or high discipline. I am sensible, however, of the great exertion which has been made by the mistress during the

past year, in revising her methods, and reconstructing and advancing her classes, with the result of nearly doubling the numbers in attendance. Indeed I can no longer hesitate to recommend this as a school for the reception of pupil teachers; and papers are accordingly made up, as for a school appended to the boys' school, since it is under the same committee, and held on premises to which a grant has already been made by the Committee of Council. *See* also p. 449. App. VI Chichester.

26th October.—*Brighton, Upper Edward-street*, B.S. (Boys 90, P.T. 2; Girls 60; Infants 40.) This school occupies excellent premises, which comprise three large rooms for boys, girls, and infants respectively, with a comfortable teacher's house attached to them. Assistance in aid of the teacher's salary, and in the shape of pupil teachers, was asked only for the boys' school, which is under a master of sufficient education and superior activity, who, however, succeeded to the school when it was at a very low ebb, and in the course of his two years' labour has not yet raised it to a high condition. The greater portion of the children are little ones, with a miscellaneous collection of elder boys; but order and an active use of good methods now prevail throughout the school, and if the present course be maintained with a quiet pervading zeal, there is every prospect of its attaining to a high condition. The girls' school is under a mistress not without ability, but it requires to be exerted in a complete revision of the methods pursued in the several drafts, and generally in substituting intelligent attention, under regulated mutual correction for thoughtless repetition throughout the school. The infant school can scarcely be considered as organized, but rather as a place of safety for the younger children who come with those who frequent the other schools. *See* also p, 449. Brighton.

6th November.—*Hill Top Wesleyan School, West Bromwich.* (Boys 120, P.T. 2; Girls 60; Infants 110.) These have been the object of a very liberal expenditure, first in providing girls' and infants' school-rooms, one above the other, and subsequently in erecting a separate boys' school, with an excellent play-yard annexed. It is situated in the midst of a population employed in mines, collieries, and iron-works, very ignorant, and able to procure early employment for their male children at very good wages. The consequence is that they have very little regard for their education, and that of the girls is, as a concomitant of such a state of opinion, relatively still lower. The peculiar difficulty in the way of sustaining good schools which arises from this source is augmented by the paucity of persons to give extraneous support to a school, and their almost universal impression that schools ought to maintain themselves; and amidst a well-paid population, as this generally is, they certainly ought, if the people had any clear perception of the duties which they owe to themselves and their children. Between the two parties, however, schools in such localities are always ill supported in regard to current charges, and irregularly even when numerously attended. Nor is the Wesleyan Boys' School of Hill Top any exception, in these various respects, to the general rule, except the unusual degree of zeal among its committee. It is on the Glasgow plan, under a master devoted to the work, but overwhelmed by the number of uncouth little boys, besides a class of girls, whom he is required to teach, more or less personally, without any mentionable monitorial aid. In its present state it is not a model of its kind in either discipline or instruction. But with the sound intelligence which the master exhibits, it is difficult to say how much it may at once be improved by granting him the relief of a couple of pupil teachers. The girls' school has been discontinued since the loss of a recent mistress, and the girls' class in the boys' school having been formed only within the last week or two, has scarcely yet taken up its position. The infant, like the boys' school, has a numerous attendance of hearty, happy, lively children, under a young woman of eminent natural qualifications Hill Top, West Bromwich.

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for both teaching and training them, but her scope of education and degree of special training are too limited to enable me to recommend her school for the reception of pupil teachers, notwithstanding its many pleasing features.

Belper.

8th NOVEMBER.—*Belper Wesleyan Day School.* (Boys and Girls 64, P.T. 1.) This is held in half a large Sunday-school room at the rear of the Wesleyan Chapel, in the western part of the town, by a master of fair instruction, using the Glasgow methods, with great industry. It is in good tone and discipline; but the children show great irregularity of progress beyond that incident to great inequality of age, extending from 4 to 14 years. This arises in great part from its having been got together by only slow degrees in the course of the last two years; for it appears to me that the master has both the ability and the desire to manage a school efficiently. The comparatively high fees which have to be charged, in default of subscriptions, and the working of the great mill-school of the place, render its augmentation a work of considerable difficulty, however, to an unaided teacher. The pupil-teacher, whose apprenticeship I have recommended, will ultimately afford the assistance that is requisite; at the same time that he will himself be receiving his proper course of education.

Tunstall.

9th NOVEMBER.—*Tunstall (Potteries) Wesleyan.* (Boys and Girls 105, P.T. 2.) This school has had two years of struggling existence on the spacious premises of the great Sunday-school attached to the principal Wesleyan Chapel in Tunstall. Its difficulties have not, however, arisen from any defects on the part of the teacher; they are simply the results of the general indifference to day-schooling for the population at large which exists in all remote mining and manufacturing districts, and prevails here to such a degree that this and a moderate National school are the only *public* day-schools for a population now approaching nearly 10,000, and chiefly of the labouring classes. The master is, for the most part, self-taught, but possessed of genuine simplicity of mind, untiring industry, and good discretion, which have enabled him to bring gradually into operation a set of arrangements which meet more fully than any which I have yet seen the difficulties which have necessarily to be encountered by a single teacher on the Glasgow plan, having personally to accomplish the instruction of children of all ages and both sexes at the same time. "I have never considered the organization of the model schools at Glasgow," he says, "as fit for a mixed school, *i. e.*, a school where there is a mixture of ages, of attainments, and of sexes. I have thus been compelled to adopt an organization which has not the slightest semblance to any school organization at the Glasgow Normal Seminary. In organizing the school, I have endeavoured to make such arrangements as would enable me the more closely to follow the *principle* of the training system. Thus my organization consists of a mixture of gallery and collective teaching, and individual working in drafts. Each division, consisting of two or three drafts, pass into the gallery alternately every half hour for the revision and analysis of the lesson last worked in the drafts. In giving lessons in geography, I have departed from the Glasgow plan of giving them to all the children at once; I have done so to the school in two divisions on alternate days. If their Lordships grant me three pupil teachers, I shall then work the school in five divisions, placing one under each of the pupil teachers, one (the infant) under the mistress, and one (*i. e.*, alternately, each) occupying its time with myself." The result is an efficient combination of the best and most essential elements of a monitorial and a simultaneous school; the more technical parts of the instruction devolving upon the monitors in drafts, which are grouped into divisions to receive in the gallery all instruction whether in language or the elements of science, which involve either analytical or synthetical processes. The technical work of the drafts admits of more collectiveness in its methods with advantage; but the general result is so satisfactory that I regret only

that it is not exhibited under more favourable circumstances. These, however, will in great part be supplied by the aid which their Lordships will be enabled to extend to the school. The discipline is good; the instruction throughout making fair progress; the master's own methods are excellent, and the general tone of the school very satisfactory. The infant department has only just experienced a change of teachers, and wants bringing up from its long distance in arrear of the rest of the school; and under the superintendence of the master it will probably make a steady progress. APP. VI. Tunstall.

10th NOVEMBER.—*Nantwich Wesleyan.* (Boys and Girls 120, P.T. 2.) This school has been brought into existence by a remarkably liberal and intelligent effort on the part of a few gentlemen of the Wesleyan Society, who have given it a home on excellent premises, including a play-yard and a good teacher's house, as well as two excellent school-rooms, with little closet rooms under a very large gallery. The same energy promises to supply whatever may be deficient in the working of the school, which has been launched on the Glasgow plan under a teacher trained, six years ago, at the Normal Seminary of Glasgow. The instruction is chiefly simultaneous, but in neither the gallery nor the drafts is it sufficiently *collective*; and a large proportion both of the efforts of the teacher and the time of the children is wasted. There appears to be a want also of a more consistent scheme of developing the children's faculties, from the simplest efforts onward. The school is essentially weak, therefore, except in numbers. And yet the master is so devoted to his work, and possessed of so much native energy, that, awakened as he now is to its defects, he will early succeed in eradicating them. The population around is generally dull and backward, with a low appreciation of instruction; and it is only two youths, of no less than 16 years of age, whose attainments are such as to challenge apprenticeship. The master is helped by his wife very efficiently in teaching the girls sewing, and in the management of the infants. Nantwich.

13th NOVEMBER.—*Staleybridge.* (Boys about 150.) Last year the factory school in the Cheshire part of this town was put into my list of schools inviting inspection, and I took this first opportunity of visiting it, but found that it had already been twice visited by inspectors since the date of its invitation; first, some nine months ago by the Rev. M. Mitchell, M.A., the Inspector of National Schools, whose district includes Cheshire, and to whom its "preliminary statement" was transferred in some misunderstanding, and secondly, a few weeks ago by my coadjutor Mr. J. D. Morell, on the representations of the master when up at Manchester undergoing examination for his certificate. Under these circumstances I did not think it advisable to enter into a business examination of the school's affairs without an official acquaintance with the proceedings of these gentlemen in its regard; nor do I contemplate visiting it again, although just within the limits of my district, unless the case be specially referred to me. I understand that the indentures sent down after Mr. Mitchell's examination have never yet been executed. Staleybridge.

14th NOVEMBER.—*Tintwistle,* B.S. (Boys and Girls 80.) Since my previous visit, four years ago, this school for boys and girls in the same classes has continued to improve and increase under the care of the young teacher then recently appointed to it, and two class-rooms have been opened to the school-room by adding to it as such the space on the same floor formerly occupied by the separate girls' and infants' school. The rudimentary instruction in reading, writing, and arithmetic, on the plans of the British schools, is respectable, the monitors being fairly trained, and evincing great sense of duty; but the instruction in geography and grammar is comparatively inferior, owing to the want of more vigilant methods by the teacher himself, and the general youthfulness of the children. The former will probably be remedied, for he is constantly engaged in a course of self-improvement, his progress in which is very cre- Tintwistle.

App. VI. Tintwistle. ditable to him; but the latter is likely to remain a permanent difficulty while instruction is so lightly valued by the surrounding population—all of it, at least, which cannot be obtained gratuitously once a-week at the Sunday-schools of the different denominations. None of the children are yet quite prepared for admission as pupil teachers, but the promoters of the school will, I believe, memorialize for the apprenticeship of one or two of the eldest. *See* also p. 446.

Stockport. 15th NOVEMBER.—*Stockport*, B.S. (Boys 76, P.T. 2.) The British school of this town is in much the same state as at the date of my former visit, on the 7th of April last, but with the important difference, that a new committee has been formed, with the express purpose of maintaining at least the boys' school in efficient existence, in the hope that, aided by the Committee of Council with the grant of a staff of pupil teachers, it will demonstrate the efficiency of schools thus strengthened, and give occasion, by its success, for the revival of the girls' and infants' schools, which ought also to have an existence under the same roof. If it thus contribute to shake the overweening confidence of the Stockport public in the Sunday-school, as a sufficing instrument of *secular* as well as religious instruction, it will prove a great blessing; for the Sunday-school can never satifactorily attain its highest and holiest aim so long as public day-schools are unfriended, not to say checked, by the ardent supporters of the former. It cannot certainly do so, where it is attempted to accomplish all the secular instruction of the young on the sabbath; it cannot do so even where the Sunday-school is merely supplemented by the night-school for a few evenings in each week, for in these only part of the children attend, and there are no *skilled* teachers out of the few volunteers in attendance to instruct the number assembled; it can do so, only where there are day-schools with skilled teachers for the instruction of the younger children by day, and, until an instructed generation shall arise, also superintending the rising youth in the evening.

Middlewich. 16th NOVEMBER.—*Middlewich, Wesleyan.* (Boys and Girls 65.) The school occupies a small room, with a class-room over it, at the rear of the Wesleyan Chapel. It is on the Glasgow plan, under a master working very industriously in the system in which he has been trained. More intent, however, upon the system than its application, with every variety of age and both sexes under his sole instruction, too much of the instruction is beneath, above, or unheeded by a considerable proportion of the children, and the general progress of the school is slow and inaccurate. I believe the master to possess the capacities greatly to improve the application of his system by a revision of his methods, but in its present state the school is a very inferior one, except in tone and discipline, which appear to be good.

Chirk. 17th NOVEMBER.—*Chirk*, B.S. (Boys 85, P.T. 2.) The Chirk boys' school is conducted on the British system, by a master brought up in a school on the same plan, maintained in efficiency for many years by the clergyman of a neighbouring parish, and who has himself been teaching here, with the like plan, ever since he left that school, 28 years ago, although it is but recently that he obtained his first few weeks' training at the Borough-road. This was at the instigation of the resident agent of Col. Myddleton Biddulph, the Lord Lieutenant of the County, to whom nearly the whole parish belongs, by a member of whose family the school-house was erected, and who meets all the expenses of the school, beyond the small proportion defrayed by the pence of the children, of whom all the poorest are taught without making any payment whatever. It is throughout pervaded by a healthy tone, and by considerable activity in the use of good methods, though the order and precision of their employment admits of improvement, especially in the teaching of the master himself, which, on a reading-lesson, requires to be more analytical, and to call forth more of the individual energies at the same time that it secures

the collective attention of the children. The result is now, however, a steady and vigorous progress in elementary instruction throughout the school, proportionably to the ages and attendance of the children. The writing is superior, but the geography defective; and a finished neatness is yet wanting throughout, for which greater facilities will be obtained by the contemplated addition of class-rooms to the existing school-house. Of this further expenditure the school is well worthy, as one of the first class of village schools, calculated shortly to present a useful model to the surrounding country. It owes much, indeed, to the influence exercised by Mr. Girdwood; while the neighbouring girls' school, conducted on the National plan, is assiduously superintended by the officiating clergyman, the Rev. Mr. Thompson and his lady, and is a very pleasing school. Apr. VI. Chirk.

20th November.—*Wrexham*, B.S. (Boys 80.) The British school, under the Independent Chapel in Chester-street, Wrexham, has increased in numbers but decreased in vigour of teaching since my visit three years ago. It is in fair organization and discipline, as a monitoral school, but the methods want vivifying throughout by mutual correction. The instruction, therefore, is slow and imperfect; but as 13 out of 28 in the top class had been admitted in the course of the present year, it is obvious that there is but a fluctuating attendance. Wrexham.

22nd November.—*Swallow-street, Piccadilly.* (Boys and Girls, about 40.) The Scottish Church school was in confusion at the date of my visit, owing to the reparation of the contiguous place of worship; and I therefore examined particularly into its affairs only so far as concerned the grant for building, upon the memorial for which I have already made a special report. It appears to have limited numbers, and little organization, though its master has sufficient acquirements for his task. Swallow-st. London.

23rd November.—*Great Queen-street, London, Wesleyan.* (Boys 130, Girls 90.) This is perhaps one of the oldest public day-schools in the kingdom supported only by voluntary exertions, having been founded so early as 1779 by a member of the late Rev. J. Wesley's household. It is held in premises at the rear of the chapel in Great Queen-street, which do not afford it sufficient accommodation; but the Committee of Management are now making arrangements for their ample extension. The boys' school is organized on the British system, under a master of good ability and industry, and would perhaps be in a much more finished state of discipline with more complete appliances, especially in regard to space. It is one in which, I have no hesitation, to recommend the immediate apprenticeship of pupil teachers. The girls' school, organized on the same system, is in weak condition throughout, although it has a considerable attendance of younger children. I cannot, therefore, recommend it at present for the apprenticeship of pupil teachers, but only of stipendiary monitors, to whose scale of efficiency and remuneration the committee are scarcely prepared to bind themselves for the next four years. *See* also p. 448. Great Queen-st., London.

24th November.—*Limehouse, Wesleyan.* (Boys 150, P.T. 2; Girls 75, S.M. 2.) Here are schools for boys and girls respectively, occupying the ground floor and the upper floor of a substantial school-house, facing the Blackwall Railway, with a class-room containing a gallery attached to the rear of it, for the use of the former. The latter has only its one large room, fitted up like that of the boys, on the plan of the British schools, but with the means of separating one end of it from the rest to form a class-room. The boys' school is conducted with considerable vigour and ability, which, however, would tell with greater effect upon the body of the school, if combined with more analytical precision, and applied to the training of the minds of the children with more complete collectiveness in the several sections and classes where simultaneous exertion is supposed to be made. There might usefully be introduced more of mutual correction in the reading drafts, as well as in the collective teaching of the master in Limehouse.

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Dartford. 4th and 5th DECEMBER.—*Dartford, Wesleyan.* (Boys 50, Girls 50, P.T. 1.) The Wesleyan schools for boys and girls respectively at Dartford are under separate committees, and situated in different parts of the town; the former occupying a good room in the rear of the Wesleyan chapel, and the latter a small but neat room in Water-lane. Neither, however, have play-yards attached to them. The boys' school, on the British system, though the master appears to be active and zealous, is in low condition, partly through its division into two separate schools according to difference of payment on a graduated scale, so fixed as to interrupt the general current of instruction, and partly in consequence of a want of methods which shall develop throughout habits of common attention and mutual correction, and diffuse the instructions of the master himself with more care and accuracy. It is about to be entirely reorganized. The girls' school is under a young female teacher, trained at Glasgow, and conducted relatively with much greater efficiency upon a plan which is an intelligent compromise between the Glasgow and the British systems, which wants only the element of mutual correction (not taking of places) to complete its scheme, and equally distribute the good instruction which is to be obtained in it. The youth of the teacher demands and receives support from the ladies of the family of Hall, who principally support the school; and her abilities, with this support, certainly challenge the assistance of a pupil-teacher. The tone of this school is very good.

British and Foreign Society's Schools, Borough-rd., London. 6th and 8th DECEMBER.—*Model Schools of the British and Foreign School Society, Borough-road.* (Boys 700, P.T. 12; Girls 360.) See Report on the Normal and Model Schools of the British and Foreign School Society, in their Lordships' Minutes for 1846, Vol. II., p. 363. I availed myself of the present opportunity to look through the model school generally, and find scarcely anything to add to my former report, bearing date the 7th April, 1847, except that there is a little higher finish in the *details* of the draft teaching and that of the galleries. A want of more distinct logical arrangement in both, and of greater completeness in the details of the simultaneous instruction, are yet, I think, observable; and the present petition for pupil-teachers is the first movement towards adapting this great old model of the "British Schools," to be a model of whatever improvements the recently augmented means of the affiliated schools, receiving aid from their Lordships, may render practicable in the whole system. To make it such is a great undertaking, demanding wide experience, great judgment, a lively invention, untiring energy, and an undistracted, affectionate, and almost paternal regard for the best interests of the young people who will now, under the name of pupil-teachers, become the moral centre of the system. Of these I beg to certify ten, as in every respect well qualified. Another is defective only in his handwriting, from a proper improvement of which he has been restrained by the great, though not wholly unremunerated use which has been made of his services in instructing the younger classes. A twelfth boy shows defects which, it will be seen from their nature, arise only from a temporary defect of hearing through cold. I hope, therefore, that all the 12 *will be* accepted to apprenticeships. My report of last year is still applicable throughout to the model girls' school, in which there has

long been a class resembling that of pupil-teachers under their Lordships' Minutes, the character of which the Committee have not deemed it advisable at the present moment to alter. App. VI.

12th December.—*Sherston*, B.S. (Boys and Girls 126, P.T. 1.) The tone and discipline of this school present the same graces, derived chiefly from the constant superintendence of the Rev. D. B. Sherry and his lady which I found in them a year ago; and the instruction of the upper drafts has now the vigour and vigilance which it then wanted. The middle section of the school has partaken less of this advancement; and if the young master would exercise himself in next studying and doing all that he can for the training of the faculties of these little ones, it would be of as much advantage to his own professional abilities as to the children themselves. The yet smaller children are under affectionate, matronly care, but they require to be for the most part of their time in a separate room, or in a play-yard, both of which are wanting. Sherston.

13th December.—*Downton*, B.S. (Boys 100, P.T. 3.) This school has undergone steady improvement (though chiefly in its upper classes only) during the past year, in the course of which the master has been enabled to obtain his own certificate of merit, and to give a higher vigour to his classes by the aid of his three pupil-teachers, grouping the drafts into larger sections for lessons in geography, &c. The pupils themselves have made due progress in every respect, and the secretary, Mr. E. A. K. Welsh, to whose zeal and intelligence the neighbourhood primarily owes the existence of this school, will make application for an additional supply of books for their especial use. The lower part of the school, with the teaching power which is available for it, ought to show a more vigorous training. Downton.

14th December.—*Fordingbridge*, B.S. (Boys 110, P.T. 2.) Not only has the interior of the humble building in which this school is held been reconstructed and refitted since the date of my last visit, but the school itself has been entirely re-organized; a vigorous life has been given to the upper drafts, and a renewed activity and decided progress is observable throughout; that on the girls' side being in no small degree attributable to the systematic superintendence of the lady visitors. Greater strength is yet however requisite, in the shape of more skilled monitorial agency in the lower drafts, and a greater precision of discipline, neatness of habit, and economy of noise on the boys' side. The master has shown within the year so much vigour and ability in his own improvement, as well as in the advancement of his scholars, that I cannot decline his challenge to advance his stipendiary monitors to the rank of pupil-teachers, or rather re-submit the whole case for their Lordships' decision. The children's papers convey the whole case. They show abundant zeal and rising ability, but a want of more complete method, and greater neatness. The circumstances of the school demand the most indulgent consideration, as it is maintained in being for the use of a very poor and numerous population only by great personal sacrifices on the part of its treasurer, Mr. Samuel Thompson, and a few other friends. Fordingbridge.

15th December.—*Corfe Castle*, B.S. (Boys and Girls 100, P.T. 2.) This school has improved in every respect in the course of the year, and presents a very pleasing picture of order and progress. I think, however, that some of the teaching power which it enjoys in its pupil-teachers might be devoted to the more vigorous and active education of the faculties of the younger children, and not so entirely devoted to the upper classes. Such a course would be not less important in the training of the pupils than conducive to the real strength and efficiency of the school. Corfe Castle.

18th December.—*Crawford-street, Camberwell*, B.S. (Boys 227, P.T. 6; Girls 130, P.T. 1.) The boys' school retains the same organization which it had a year ago, but its methods have undergone a most complete revision by its improving master, and it therefore presents throughout a scene of active and vigorous instruction, which leaves little to be desired, except Crawford-st, Camberwell.

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Crawford-st., Camberwell.

more space for the exercise of the master's energies; and this is about to be provided by the erection of extensive class-rooms. The reading might exhibit more of mutual correction, and the collective lessons, especially to the younger children, more of logical purpose and familiar application, to the strengthening of the children's minds by healthy exercise rather than overrunning them with mere information; but the tone and discipline are now nearly as good as the general spirit of activity; and the noise is reduced to little more than that attaching to this activity, or resulting from the incurable reverberations of the room. The pupil-teachers are doing their duty, and have been duly advanced in their own studies. The girls' school has also experienced improvement in numbers and in well-disciplined activity, except in the drafts for arithmetic, which as completely require reorganization as ever. A little more of mutual correction in the reading classes would tell upon their general industry. The committee are desirous to have a pupil-teacher or two, and are going to have a class-room with gallery added to the school-room.

Red Cross-st., Bristol.

20th DECEMBER.—*Red Cross-street, Bristol*, B.S. (Boys 250, P.T. 9; Girls 125, P.T. 2.) This school shows throughout its classes the advantages arising from the superior agency of responsible pupil teachers when employed by a master of ability. Still their methods, especially in giving simultaneous lessons to large sections, might be advantageously revised. He very judiciously gives the original genius of each boy room to develop itself in these matters; but every skilful ruler of the minds of his children, such as Mr. Turner, is well aware that this is quite consistent with their being sedulously trained to the main object, which in this instance should be the stimulation of *every* mind, if possible, to clear perceptions and independent exertion, but it is sometimes overrun by the young people now under criticism, both in matter and manner. The pupil-teachers gradually move forward in a definite circuit through the writing desks, so as to teach children of every rate of progress in succession; and this is one of those simple combinations for the common advantage of the young apprentices and the school at large which every teacher, in employing the augmented power which they supply to his hands, should seek to multiply, wherever it is possible. The girls' school, improved in like manner by the augmentation of responsible subordinate agency, has, nevertheless, all the defects of method which I observed in it a year ago, and with analogous, though not equally disadvantageous results. The teacher says that she is constantly expressing her desire that they should be abandoned, and yet they remain. The numerous top class, however, has made decided progress in all its studies; and the instructions of the pupil teachers has been thoroughly sound, though their powers, like all others worked in this school, are not distinguished by the amount of neatness which commonly characterises those of female pupils and candidates.

Tiverton.

26th DECEMBER.—*Tiverton*, B.S. (Boys 150, P.T. 6; Girls 124, P.T. 4; Infants 222, P.T. 6.) Since the date of my last visit to this school, its premises have been enlarged, so as to give an equal accommodation of class-rooms to the girls' as to the boys' school; each having now two such rooms, with a gallery in the larger of those attached to the boys' school, and in both of those attached to the girls' school. The infants' school, too, instead of one small class-room, has now two good rooms attached to it, each containing a gallery; and the two are separated from each other by a little entrance-hall for the children. The remaining portion of the space formerly occupied by the habitation of the teacher of the infant-school now forms two other convenient little class-rooms for its pupil teachers. In construction and outfit, the premises of this whole group of schools may now be considered perfect. Not only the schools, but a staff of pupil teachers, under the name of assistant teachers, was maintained in each of them by their patron, John Heathcoat, Esq., M.P., for the borough, previous to the *publication of* their Lordships' Minutes of 1846; the only fundamental

difference between the scheme developed by these Minutes and that already in existence here, consisting in the fact that the assistant teachers were generally taken into their school engagements at a more advanced age than that prescribed by their Lordships' Minutes. The consequence is, that some who were too far advanced in age to be admitted to their apprenticeship under these Minutes, when Mr. Heathcoat requested last year that their provisions might be extended to this institution, are yet at the head of each school, next under the principal teacher, to the number of two in the boys' school, one in the girls' school, and two in the infants' school, all receiving stipends from the liberality of their patron. This number will be reduced in the course of the next year, so that the staff of pupil teachers will shortly form, with the head teachers, the whole power of the schools; but in the mean time, the amount of teaching power is so considerable that it has not been found requisite wholly to reorganize them. They are still chiefly monitorial in their organization, with pupil and assistant teachers, instead of the feeble agency of ordinary monitors in the several drafts; though in some cases a monitor manages a draft subordinately to a pupil teacher of whose class it is a subdivision.

Progress within the year, in the style and vigour of teaching in the *boys' school*, already a superior one, is, however, scarcely perceptible in the lower classes, but is very obvious in the two highest, especially in the vocal music, with the spirit of which the children are thoroughly imbued, and in which they have had an amount of practice which enables them to sing in parts, with perfect precision, good modulation, and delightful effect. In fact, their singing is the best that I have yet heard in a British school; but with such resources as this institution possesses, some portion of the zeal here displayed would be well bestowed in a revisal of the arrangements and methods employed in the lower parts of the school, so as to give a yet more vigorous training to the minds of that numerous portion of the children who do not remain in it long enough to reach this upper division.

The *girls' school* has so rapidly improved in the course of the past year, in the finish given to its methods, and the vigour and correctness shown in its teaching, as to be the best model of female education in schools of its class that I have yet seen; its tone and discipline giving a grace to every other excellence. It is now divided into six sections, each under an assistant or pupil teacher, with a subordinate monitor, to take a draft of it under the pupil's constant supervision; while the teacher herself is circulating through the whole, teaching and instructing in tuition, and everywhere supplementing the labours of her young assistants, though devoting especial attention to a numerous top class, commonly arranged in a gallery in the principal class-room, as is the next upper class in the gallery of the smaller class-room. The progress in needlework is equal to that in other branches of instruction; and without a single meretricious ornament, or a feature of display, this school now challenges the highest commendation.

The *infant school* has undergone internal improvements, equal to those made in its accommodations. The methods of teaching in its several galleries are almost complete; and those employed in its reading drafts are far more lively and efficient, with much less noise, than in any infant school that I have yet visited. Everywhere collective attention, but with only individual speaking, under mutual correction, is the rule; and the tone and discipline of the whole school are perfect. The instruction in the monitorial classes is extended to the first elements of arithmetic, in the combination of small numbers, illustrated by the ball frame; and the children in the upper gallery learn the notation of music sufficiently to sing the scale, and give an unusual precision to their little songs and hymns. In fact, the whole presents a model of infant instruction in its highest modern advancement; and the greatest progress which can be

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further effected will not be in methods, but in the matter and the arrangement of the lessons for the upper gallery. These still show too much of the habit of giving lessons that occupy all the time in defining the common properties of every substance, without leading the children sufficiently to the special features, origin, and history, or to the uses of each object, by methods which could afford them high amusement, as well as healthful intellectual exercise. Lessons of this nature, upon the most familiar, natural, and artificial productions around them, given in the spirit which here prevails, would complete the scheme of infant education already developed; for the elementary instruction in the truths and history of the Gospel is already the object of a systematic course. The want to which I am now adverting is not a peculiar, but an almost universal one in this class of schools; and perhaps the only great one which has to be removed in their remarkable, though almost unobserved progress, for they now form one of the best foundations of a Christian education for the children of the poor that the nation possesses.

28th December.—*Bampton St., Tiverton*, B.S. (Infants 100.) This is an infant school, built and maintained by the liberality of Ambrose Brewin, Esq., and conducted by a young female teacher, educated at the older infant school of Tiverton, and trained at the Gray's Inn-road school. The teaching and training in its principal school-room and gallery, as well as in those for the "babies," are very good exemplars of the system of the Home and Colonial Infant School Society; the premises are excellent, and a substantial teacher's house is annexed to them. As an infant school of the ordinary scale, it completes the group of *model* schools (for such they really are) provided for the education of the poor of Tiverton and its suburbs by one or other member of the family of John Heathcoat, Esq., M.P., for the borough, and consisting of British schools for boys and girls, respectively, two infant schools, and a juvenile or village school (at Elmore) for children of all ages and both sexes. The number of children on their books is about 1,000, and their average weekly attendance nearly 800.

Elmore.

29th December.—*Elmore School*, B.S. (Boys 120, P.T. 3; Girls 47.) This school, a year ago, exhibited already a generous effort to elevate a very poor suburban neighbourhood; but I never witnessed such an advancement of the moral and intellectual status of a school within a single year as has been accomplished in this instance by a combination of liberality and judgment on the part of its patron, Ambrose Brewin, Esq., and of devotion on the part of its teacher. The school premises have been entirely rebuilt on a very liberal scale, and now comprise an elegant and echo-less school-room for boys and girls, with a light open iron-raftered roof, handsomely fitted up on the plan of the British and Foreign School Society: a good infant school-room and gallery, with a little class-room and gallery for "babies" attached to it, and four other class-rooms, of which two also contain galleries. The school, on the general plan of the Home and Colonial Society, comprises an infant and a juvenile department, each for children of both sexes, and both under the general superintendence of the master, though the infants have their own female teacher, aided by two clever girls as monitors, of whom one is commonly managing and teaching the "babies," which she does with perfect tact, while the other is with an elder draft. The cheerful spirit and active discipline of these little people is exemplary. The juvenile school forms six classes of 25 each, and one of 10, each under a principal monitor, with an assistant, aiding him in a draft of half the number, for whose conduct the principal monitor is responsible to the master. The youngest and the eldest of these sections generally occupy their respective class-rooms; the rest form a set of drafts in the main school-room, the arrangements and methods in which are scarcely distinguishable from those of a first-class British school. Both sexes are to be found in

the same rooms, but they form separate classes; the girls under female, and the boys under male monitors. The methods of the classes in the class-rooms present little that is peculiar, except in the convenience of the gallery arrangement which they enjoy. The school books of every kind are very judiciously selected from those of the Christian Knowledge and British and Foreign Societies, and the Irish Commissioners; and the tone, discipline, and active progress throughout the school are very gratifying. A more complete classification and higher activity may yet be given to the arithmetic; but the attainments of the two highest classes, of boys and girls respectively, are already equal to those of the first classes in day-schools for the poor generally; and they have besides profited largely by a course of Scripture instruction, for conveying which the upper school is daily divided into three sections, on a plan which takes the subject up from the conceptions first elaborated in the infant department. In the lower section the lessons are those of the second step of the graduated course of the Home and Colonial School Society; in the next, the third step in the same course; and in the higher, which is held by the master, is given a complete course of Bible lessons; beginning with the Creation, and taking all the most prominent events in the unfolding of man's salvation, with illustrations of the geography and natural history of the countries which were the scene of them. In its general scheme, selection of methods, and practical results, this is, perhaps, the best model of a mixed system for all ages and both sexes in village schools that has yet come under my express observation. I hope, therefore, that their Lordships will feel no difficulty in placing a few pupil teachers in it, as both these and the pupil teachers in the British schools of Tiverton will have great advantages in contemplating the scene and methods of each others' labours. APP. VI. Elmore.

2nd JANUARY, 1849. — *Truro*, B.S. (Boys 180, P.T. 6; Girls 100, P.T. 3; Infants, 84.) The boys' school has been generally improved in vigour by the employment of pupil teachers in its classes, but the matter and methods of instruction do not seem yet to have acquired the finish which it is now possible to give them. Neatness, liveliness, and accuracy may yet be made more general, and somewhat more be done for the younger portion of the school. The progress made in the instruction of the stipendiary monitors, and in the general efficiency of the girls' school is so remarkable, that I cannot hesitate to recommend that the indentures of the stipendiary monitors be exchanged for indentures as pupil teachers on the most liberal terms that have ever been permitted to such a change; one which is earnestly sought by the teacher and her committee, and has been well earned. Two thoroughly well-prepared candidates, besides the two existing stipendiary monitors, are also recommended for apprenticeship as pupil teachers to the mistress of the girls' school, with liberty to use their services in the infant department attached to it, in the duties of which it is the opinion of the Ladies' Committee that all the female apprentices might profitably share. In the methods of the girls' school the great requisite is still a regulated system of mutual correction in reading and interrogatory exercises; and in the infant department an assistant who has the methods of the Home and Colonial Infant Schools, even though she have not education enough to receive her own pupil teachers. The infant department is still indeed in the same comparatively feeble condition in which it existed a year ago. Truro.

4th JANUARY. — *Constantine*. B.S. (Boys 90, P.T. 2; Girls 55.) The boys' school, which has two pupil teachers, has experienced a great improvement in the course of the past year, in methods as well as in organization, but the girls' school is in precisely the same comparatively weak condition as at my last visit. The former would be much improved by a new floor, new books, and some collective lessons to the younger children in part of the time now devoted to slate-writing. Constantine

APP. VI.

Falmouth.

6th JANUARY. — *Falmouth, Boys'*, B.S. (200, P.T. 6.) The general arrangements and the methods of this school are as nicely adapted to its increasing strength in pupil teachers as those of any that I have yet visited. The enlarged monitorial drafts are arranged in two quadrants, if at boards, or in two semi-circles, if with books, inscribed from a point of which the monitor is the centre. The superior convenience of the former arrangement consisting in his having all the boys before him while standing on one side of the board; and of both, in having all of them within such distance that he can carry on the work of the class in a whisper, if necessary, without much impairing its efficiency. The questioning is rapidly passed from side to side, so as to insure collective attention, and the taking of places is used only occasionally, to mark a peculiar superiority, and not so as to disturb the general working of the drafts. The whole are grouped into three sections for occasional simultaneous lessons on simple subjects of general interest. The want in this school is of a better arrangement of the material of instruction; as, for instance, in a clear direction of the collective attention in the reading lessons to one thing at once, as to the correct pronunciation and accentuation of the words in writing the text, the spelling of them, their several meanings, their meaning in combination with analytical and synthetical illustrations, or the grammatical analysis of a sentence; in lieu of all these various exercises being thrown together, and never obtaining, therefore, a sufficiently *concentrated* though ever active attention. An analogous remark will apply to the collective lessons, the first purpose of which should be *training*, and the second only *informing* the mind. An attention to these particulars will give an accuracy equal to the activity which prevails in all the exercises. The style of writing, too, may be improved. The general tone, discipline, and vigour of the school, conducted as it is, with upwards of 200 children in a single room, are, however, eminently creditable to the master.

8th JANUARY. — *Falmouth, Girls'* B.S. (78, P.T. 2.) A year ago I had briefly to notice this school as being in feeble condition, but great exertions are being made by an influential committee of ladies to put it on an entirely new basis. A competent teacher has already been procured, and a site is being sought for the erection of a new school-house. In the mean time the school is conducted in a good room attached to the Friends' Meeting-house, and the ladies are desirous that the mistress, who is competent to the education of pupil teachers, should receive apprentices as soon as possible, that they may help her in getting her classes into efficient operation, as her school rapidly increases. In accordance with their request, I therefore made such an inspection as a first assembly of the children from holidays would permit, and an examination of such candidates as were at all promising. The results were very favourable to the powers of the teacher, and the new progress of which she is the instrument, though the candidates are but in an imperfect state of preparation. Filling up a set of preliminary papers, according to the dictation of the Committee, I have also enclosed them, duly signed, together with the usual forms of report on apprenticeship and apprentices, and shall be glad to hear that their Lordships are enabled to extend a favourable regard to the exertions here made at no light sacrifice.

Helston.

9th JANUARY.—*Helston, Wesleyan.* (Boys and Girls 70, P.T. 2.) This is a school chiefly managed and maintained by the Wesleyan connexion, though not exclusively supported by it. The Wesleyan Catechisms, Nos. 1 and 2, are used in it, where the parents do not object. The master is one of those trained at Glasgow, and he obtained a second-class certificate at the examination of masters for certificates of merit last autumn. He was, in fact, in all his early life a teacher of a private school before he received his training for a public one. His old habits of individual instruction still show themselves through this training, and have prevented

him from making such a classification of the school for technical instruction in reading and arithmetic as would produce the most satisfactory progress throughout it. The former he attempts to teach to all the children at once in the gallery, and the latter, like the writing, to each of them, one by one, in their desks; and the consequence is, that a considerable proportion never get that active and repeated stimulus to duty which a higher organization would supply. This defect is not compensated by their practice of learning columns of spelling at home to repeat in school, nor even by the simultaneous lessons, chiefly on Scriptural and historical subjects, which, good in themselves as familiar expositions, though peculiar in manner, have not sufficient *training* effect on the minds of the children generally, through the prevalent habit of indiscriminate answering by the few quicker children, while all the rest are quite passive, or repeat the answers only mechanically. Here is a considerable amount, therefore, of waste teaching, for want of organization; and although children who cannot read are not admitted because of this defect, those who can are not, as a whole, carried so vigorously forward as they might be. A system of graduated fees, with a higher-paying class of children, has sanctioned this plan, by giving to the whole much of the character of a private school, with inferior classes *permitted* in it, rather than the wholeness of a public school, maintained by an equal rate of children's payments, on the one hand, meeting public subscriptions on the other; but I believe that, in accepting public aid, the Committee are prepared to reconstruct their school on the latter plan, and require their master to work it as a whole for the equal benefit of all the children, in proportion to their actual ages and attainments. The best mode of enabling him to do this is to give him a pupil teacher or two, to whose general education he is quite competent, although he still has to develop for them an example of organization and methods. It is in the present want of this that I am unable to report anything as to the ability of the candidates to hold a junior class with ability.

Helston.

10th JANUARY.—*Penzance, Wesleyan.* (Boys and Girls 120, P.T. 2.) This school, for children of both sexes, in the same room and classes (except when the latter are under the care of a mistress to learn sewing), is a flourishing institution, on the plans of the Glasgow Normal Seminary, conducted by a master who throws into the teaching of its several large sections, as well as its whole body when assembled in the gallery, an amount of accurate and energetic instruction, which few could long continue to supply, at the same time that he is making an active and improving use of monitorial agency in the technical arts of reading, spelling, writing, and arithmetic. A high discipline and pleasing tone being also preserved, the general progress of the children is very satisfactory, and the aid of a few pupil teachers will enable him, with the support which his efforts have heretofore received from an energetic committee, to elaborate a very useful working model of schools of this class, adapted to local circumstances, which here, as elsewhere, demand that the same school shall receive children of all ages and both sexes. There is, however, a want of moral repose in the teaching.

Penzance.

11th JANUARY.—*Mousehole, Wesleyan.* (Boys and Girls 120, P.T. 2.) This is a Wesleyan school, provided by the fishermen of the village of Mousehole, on the remotest shore of Mount's Bay, near Penzance, for the education of their own and their neighbours' children. The school-house comprises a large and handsome school-room, with a class-room, and has likewise a teacher's house and play-ground annexed to it; the whole being held free from debt or other encumbrance through the aid of a liberal grant from their Lordships. The internal life of the school, in the hands of a teacher trained in the Glasgow system, presents a very pleasing aspect; and the whole, therefore, is a gratifying monument to the sturdy virtues of the humble men who have raised it. It is not sustained, however, with-

Mousehole.

App. VI. Coombole. out difficulty, and yet its promoters do not fear to be able to keep it in being, their master having obtained a third-class certificate in the last autumn's examination, and brought on a few boys to a point which fits them for acceptance as pupil teachers. The technical instruction in reading, spelling, arithmetic, &c., requires to be rendered more active and accurate by a revision of the methods, especially those of the monitors, whom the master is compelled constantly to employ; but if all parties do their duty, here is ample material for success.

St. Just. 15th JANUARY.—*St. Just, Wesleyan.* (Boys and Girls 108, P.T. 2.) This is one of the most remote and rude mining parishes in Cornwall. The home discipline of the children, therefore, is not good; and it is difficult to maintain a school; impossible, if it be not popular. Two teachers trained at Glasgow, have been successively obliged to leave, though duly appointed by the numerous and influential Wesleyan Society of the place: and in the spacious but not very comfortable school-room, formed out of an old chapel, and fitted up especially for their use, there is now installed a teacher of some ability, who received his training at the Kildare Place Schools in Dublin, and formerly had the national school of this same village under his charge. He is aided by his wife, a very active matron; and having the general good opinion, he has a numerous attendance of children, in very respectable discipline, and making progress, though it is slow everywhere but in the top class, in which the master indulges his own mathematical bent to their rapid advancement in arithmetic and geometry, with a fair proportion of technical instruction and general information. More of activity and accuracy is wanting in the general body of the school through a revision of the methods, and the employment of improved subordinate agency, which a few pupil teachers will best supply. Indeed the general plan of the school is entirely monitorial, and might be improved, with improving agency, by the addition of some proportion of collective instruction to the four several sections into which its drafts are already grouped.

Tucking Mill. 16th JANUARY.—*Tucking Mill, Wesleyan Day School, near Truro.* (Boys and Girls 120.) I made a rapid examination of this school, at the request of some influential members of its committee, in a visit quite unadvertised to the master. He pursues his labours in some rooms which, considering their situation under the Wesleyan chapel, are very good ones. The simultaneous instruction is not pursued to the extent generally found in the schools on the model of the Glasgow Normal Seminary, and it requires more activity and distribution to compel the general attention. Instead of a gradation of classes in the reading, and the lessons connected with it, to which he could give some efficient attention in turn, the master in this school has a permanent upper section, almost always in his own hands, but of too dissimilar ages and attainments to work together with prevailing effect, while the instruction of the lower two-thirds of the school falls chiefly to monitors, without training for the exercise of the little ability which they possess. Between their defectiveness and the really limited number who take a reasoning part in the indiscriminate answering of the whole school, or of the upper third only of it, when under collective instruction, there arises considerable vagrancy of attention, slowness of progress, and deficiency of discipline. Nevertheless the tone of the school is good, and the appearance of the children healthy, cleanly, and pleasing. The number learning arithmetic appears to be only the upper third of the school, and of these the greater number at the time of my visit were under unskilled monitors, while the rest were well taught by the master individually. Indeed, these same few children of either sex are fairly brought forward in the usual branches of a rudimentary education, including good writing, taught with the aid of copies set by the master himself in a very beautiful hand. The whole exhibits the conscientious efforts of a teacher qualified and accustomed to the

elementary instruction of a few, but little skilled in the management of numbers, which is essential to a large public school. I cannot, therefore, recommend this school in its present state for the reception of pupil teachers, though some stipendiary monitors would probably be found useful to get it into better condition. App. VI. Tucking Mill.

17th JANUARY.—*Camborne*, B.S. (Boys 100, Girls 45.) This school is precisely in the same condition in which I found it two years and a-half ago, under the same teachers, and under the same circumstances. It occupies a large and substantial school-room, divided between the boys and girls by a range of wainscoating down the middle, with a platform common to both. Its subscriptions serve merely to keep this building in passable repair, and the teachers derive their sole subsistence from the pence of the children, which are at present inadequate to the payment of persons of proper qualifications to manage and teach a large number of children, and a large number do actually attend, especially on the boys' side. Two or three children are fairly taught, but the general progress is very defective. Deficient, indeed, of books and methods, these schools present nothing to praise; but only suggest a painful regret that, in the midst of a numerous population, inadequately provided with schools, and extensively using this for want of a better; there are no means of raising it (already provided as it is with good premises) to such a state of efficiency as would challenge further aid from their Lordships and give it a reputation amidst the sturdy mining population around that might render it otherwise self-supporting. Camborne.

18th JANUARY.—*Bodmin Wesleyan*. (Boys and Girls 75, P. T. 1.) This is a school under a master trained at Glasgow, who obtained a third-class certificate at the last autumn examination. It is held in a room formerly used as a chapel, and yet encumbered with galleries and destitute of proper offices, although there is a plot of play-yard in front of it, and it has two small class-rooms. A trifling expenditure in supplying parallel desks or a gallery in one of the class-rooms, the construction of offices, &c., would convert the whole into really good premises. The children, though all of the poorer classes, are generally advanced beyond the first steps in learning to read, and the ages at which these are usually made. The organization judiciously combines some elements of the monitorial with the Glasgow system, but the methods employed in the monitorial classes want completing, and the collective lessons require more liveliness and direction to the training of the faculties of the younger children. The discipline will, by these very means, be strengthened (as it requires to be), and the instruction compel a collective attention, the want of which entails imperfect spelling and an inferior style of reading throughout the school. In grammar and arithmetic, however, a very fair progress has been made, and the school enjoys the greatest luxury of maps I have yet witnessed. Bodmin.

20th JANUARY.—*Liskeard*, B.S. (Boys 130, P. T. 3; Girls 46; Infants 28.) The boys' school, under an energetic master, exhibits improved intelligence generally as the result of his last year's labours (with the aid of two pupil teachers in the first year of their apprenticeship); but it yet wants, as it did a year ago, more of mutual correction in the reading exercises; more of analysis in the questioning upon them; more of individualization in the simultaneous teaching, with some classification in this department both of the children and the subjects to be taught; more activity in working round sums in arithmetic; an extension of instruction in the first rules of arithmetic, contemporaneously with numeration, down to the lowest classes of the school; and, with greater habits of accuracy generally, a direction of its forces downward, so as to make the middle section of the school the chief centre of a solicitude, in which the upper and the lower portions of the little public should *equally* share. A year ago there were no means of effecting such improvements, but they are now urged as the legitimate field in which the augmented power arising from Liskeard.

App. VI Liskeard. the increasing years and numbers of the pupil teachers will best be employed in the work of a school, whose prime purpose is to elevate all the children in their class rather than a few out of it. The *girls' school* is in precisely the same state as at the date of my last visit, except that the order and bearing of the children are improved; and the *infants' school*, while it has rather decreased in numbers, has not materially increased in efficiency, although it has a very kind and gentle matron, in place of the one who held it a year ago.

Mevagissey. 23rd JANUARY.—*Mevagissey Wesleyan.* (Boys and Girls 65.) I visited this school in accordance with an intimation received at Bodmin, and inspected it in company with the Wesleyan minister, and, subsequently, various members of the Committee. It occupies a good room, formed out of an old chapel, and fitted up with a gallery and desks on the Glasgow plan. Its master, trained to this system, is well qualified for his task; and labouring industriously to bring forward every part of his school, which is classified in groups of various size according to the attainments of the children. He ensures a steady progress throughout, which the same amount of labour would render yet more complete with a little revision of his methods, and a little more training given to the monitorial agency, which he employs to a considerable extent. The writing is making remarkably good progress by graduated exercises in Mulhauser's books; and the elder children are well grounded in the elements of grammar and geography, with some insight into etymology. This is a school quite fit for the reception of pupil teachers, and it will be a great loss to a large population of fishermen and others if it be not sustained. Attached to it is an infant department in a large class-room, which is simply a dame-school.

St. Austell. 24th JANUARY.—*Mount Charles, near St. Austell*, B.S. This school is entirely relinquished.

Stonehouse. 25th JANUARY.—*Stonehouse Wesleyan.* (Boys 50, P.T. 1; Girls and Infants 70, P.T. 2.) This school was described in my last Report as the first of the Wesleyan schools on the Glasgow plan that I had been directed officially to inspect, and as one, therefore, which demanded especial attention as an example of a class of schools newly coming under official notice. Further experience has shown me, that it exemplifies in the strongest possible light not only all the chief peculiarities of system witnessed in these schools, but all the peculiar difficulties to which they are exposed. Thus the Committee formed out of the Wesleyan Society of Stonehouse did not, from the first, contemplate having to supply anything like the amount of extraneous aid that is generally afforded to British and National schools, but calculated upon a large attendance of children, even to the numbers found in the old monitorial schools generally, whose pence on a low but graduated scale would render it nearly self-supporting. Accordingly, the gallery in the boys' and girls' school was constructed for the simultaneous instruction of about 180 children, and some such number did originally frequent this room. But a single master, without any trained monitorial assistance, could not teach a mixed assembly of all ages and both sexes to this number. The defect of technical instruction in the lower classes of the boys' and girls' school was presently perceived; its numbers declined; it became necessary to double the amount of the fees from 1*d.*, 2*d.*, and 3*d.* to 2*d.*, 4*d.*, and 6*d.*; the lower class of children, those of poorest parentage and least instruction, such as form the body of a British or National school, now became almost extinct; while the master, emancipated from the necessity of dealing with such classes, was gradually enabled to strengthen the instruction of his upper classes until nearly his whole school became composed of children paying 6*d.* per week each, being a class wholly above the poorest, though in a school receiving subscriptions from scarcely any who could be called rich. In fact it had assumed somewhat of the character of a proprietary denominational school

of the humbler middle classes, though not with the good will of the parties supporting it, upon whom it threw a greater burthen than they had anticipated, and one which led to their application for assistance under their Lordships' Minutes of 1846, and gave occasion to my Report upon it a year ago. The whole had then resolved itself into an infant school under a mistress in the upper room, and an elder boys' and girls' school under a master in the lower, in which there prevailed a general intelligence with considerable defects of method, entailing considerable want of accuracy in the elementary instruction generally.

Their Lordships having accorded two pupil teachers to each school, it was a point of no small interest, on the occasion of my present visit, to ascertain the use which had been made of this agency during the past year in restoring the school, in any degree, to its original aim, as one designed to operate upon the poorer classes around it generally; and how this had been attempted with the views of organization and method possessed by the teachers, in accordance with their Glasgow training, *i. e.*, to simultaneous instruction in the gallery by the head teacher, alternating with individual practice in little monitorial sections under untrained agency. I should have anticipated the separation of the "babies" from the elder infant children for separate collective instruction in the former school, and the reinstitution of a lower section pursuing an analogous course, separate from that of the main gallery, in the lower; while the monitorial subdivisions were thrown into rather larger drafts for the more technical work, with improved methods. I am surprised, however, to find that it is only the latter which has been attempted, and though it has been accomplished with considerable zeal and success, and has improved the general vigour of the instruction, it has not led to a restoration of the lower section which ought to exist in the boys' and girls' school as a connecting link with the infant school, nor increased the attendance in either; nor given to the number actually present quite the amount and character of instruction which, with such a large proportion of assistance, might have been obtained with a customary use of more finished methods and discipline in the monitorial classes. Indeed the peculiarity here witnessed is, not a development of the system of simultaneous instruction in sections, but a direct movement to the monitorial system employed in every possible exercise with the pupil teachers used in small classes as monitors, in some degree trained to their duty, alternately with other monitors who are not trained. But their teaching, considering their years, is far too verbal, while that of the mere monitors has still less merit. And as the power newly supplied is chiefly directed in this channel, it will plainly be perceived that a second-rate monitorial system, partly superseding the old plan, though it has decidedly improved the school, is not raising it to the position that it really contains power to reach if rightly directed.

Another peculiarity of this school which I must bring before their Lordships' notice is, that the teachers, with the tacit consent of the Committee, have regarded their schools simply as two departments of the same school. Accordingly, one of the male and one of the female pupil teachers have been employed together, for a fortnight alternately, in the upper and lower school, and all have generally taken their lessons together at overhours, in the presence of both teachers. This arrangement was quite natural to Glasgow trainers; but as the teachers are not a married couple, it is not that which has been contemplated by their Lordships. I do not doubt that it has been conducive to a higher skill and ability, and a better general progress than would otherwise have been made, all other circumstances considered; and I have not the least ground for animadversion upon the results of this plan, as far as it has yet been carried. The young people have made respectable progress; their manner is zealous, and their behaviour becoming in every respect. It was essential, however, that I should notice this fact.

APP. VI. Stonehouse.

The tone, discipline, methods, and instruction of both schools have undergone marked improvement; and if the teachers have not made strenuous efforts at the formation of a new subordinate section in each school, it must be borne in mind that neither of them has a class-room; and that, if they are to remain without this accommodation, it will be essential to their carrying such a plan into operation that they have means of temporarily dividing each of the existing school-rooms into two portions by means of drugget curtains, for which a trifling grant, as for apparatus, would be well bestowed.

Before any grant of this kind can be made, however, it would be requisite that the school property should be securely held by a deed duly enrolled; for its existing trust-deed never has been enrolled—a fact which is of far more serious import on other grounds. It compelled the submission to the Committee of the usual agreement to maintain their school on these premises so long as any indenture of apprenticeship in it shall remain unexpired; and this agreement was signed by its members, perhaps without due consideration, and returned to their Lordships. The result is the reverse of that which was contemplated; for now that they come to consider the responsibility which they have undertaken, to return what will ultimately amount to a sum very large indeed for persons of their station, if the school be not maintained, they are so alarmed and dispirited that defection from the support of the school is likely to become general; and those with whom the responsibility of a half-abandoned school might ultimately rest are determined upon any effort rather than continue to bear and increase the responsibility which they have undertaken. On this account they tremble to receive any sum whatever for their pupil teachers, and hope to be allowed to withdraw their "agreement" before doing so, on putting the trust property in order, and getting a fresh deed (on the model of those settled with the Wesleyan Education Committee), newly executed and duly enrolled: they desire at least to have a promise that they *may* be permitted to do so on accomplishing this object. Certainly it was not a judicious step for persons of their means to take the responsibility which they did, though it is made overwhelming only by the alarm which it breeds. The step has, however, been taken, and the young people must not be allowed to suffer injustice, while it is vain to expect a school like this to be worked efficiently by persons of small means, under a fear and trembling which would communicate a false alarm not only to the friends of this but of other schools, who would overlook the distinction between their own circumstances and those of the parties to the present "agreement."

Plymouth.

28th JANUARY.—*Plymouth Public Subscription School.* (Girls, 130, P.T. 3.) The anticipations respecting the future progress of this school, in which I ventured to indulge a year ago, have been so amply realized, that the three stipendiary monitors then placed in it are already fitted to receive new indentures on the higher scale of pupil teachers; and an analogous progress has been made throughout the classes, in whose advancement (with the further aid of some well-trained monitors) their services have been equally employed in succession, without changing the organization of the school. This is still monitorial, but with an agency of new skill and efficiency, imbued with a sense of duty, which seems to pervade the whole school, and gives it excellent tone, with complete but gentle discipline, notwithstanding that its attendance is being rapidly increased by new comers. The instruction is now sound and intelligent throughout, at the same time that the needlework is among the best to be found in such schools. The result is a working model of the British system, as now understood, worthy of its position and committee. The tendency to send the "little ones" with the elder children, suggests more forcibly than ever the advantage of having an infant school on the same

premises with the boys' and girls' school, whose large attendance would cause it immediately to be filled by the younger children of the families out of which it is drawn. *See* below. App. VI. Plymouth.

29th JANUARY. — *Stoke Damerel Public School.* (Boys 50; Girls 50, P.T. 2.) The boys' and girls' schools are under separate management, and my visit was made in accordance with a memorial for pupil teachers in the latter, the inspection being extended only incidentally to the former. The girls' school has been entirely reorganized within the last year, under a well-qualified mistress, trained at the Home and Colonial Society's schools. It is arranged in four classes, somewhat on the plan of a small National school, but occasionally grouped for collective instruction. They have respectable methods, perfect discipline, and admirable tone, so that the progress, though not rapid, is sound and pleasing in every exercise. I, therefore, beg to recommend this as a proper school for the reception of pupil teachers. The boys' school is under a teacher who was never properly trained to the use of the monitorial system upon which his school is organized, or of any other: consequently its methods are very defective, and the progress of the boys generally is slow and irregular in every exercise, with great want of neatness and order throughout, and a defective supply of books and maps. The teaching of geography or grammar, indeed, is not attempted; the scope of the instruction is equal only to the scale of the master's remuneration, which is but that of the mistress of the girls' school. Stoke Damerel.

30th JANUARY.—*Plymouth Public Subscription School.* (Boys 325, P.T. 12.) With a staff of 11 pupil-teachers the master of this school, of upwards of 300 children in the same room, has found the best economy of these teachers' services to dictate that its cardinal divisions should henceforward be into sections for them, rather than into drafts for monitors. Accordingly, each pupil-teacher has his section of from 30 to 40 boys, with an assistant monitor, with whom he divides it, into two classes, for some of the more technical exercises, the master holding each pupil-teacher responsible for the skill and conduct of his monitor. So large a proportion of the instruction being now performed in these greatly-enlarged classes, which are sometimes numerous enough to form a little gallery audience, arranged in three or four rows, among the desks and benches, there is obviously demanded for their profitable management a more lively system of mutual correction than that which has been inherited from the former drafts, in which each boy was challenged in exact turn with the privilege of taking down those next above him. This does not carry the teacher round fast enough to compel a genuine collectiveness of attention. The school therefore, has not, as a whole, profited so much by the additional force as might have been expected. The general plan of teaching is nevertheless as judicious as it is original, and it merely requires completion. Nor must it be forgotten that there is no proper class-room with a gallery into which a part of this great body of children might for a time be withdrawn from the general scene of activity, not to say confusion. There is an active life of technical instruction throughout, though it yet admits of higher precision and more rapid progress; while the instruction of the top class is carried forward into a vigorous English education, though the want of more genuine collectiveness permits too many of the boys to escape its full influence. The writing and the arithmetic are at present the branches most complete in arrangements, and most conspicuous in results; and I do not doubt, by the close of another year, to find the school as remarkable for general progress as it has long been for the surprising number actually kept in activity. *See* also p. 422. Plymouth.

1st FEBRUARY.—*Royal Naval and Military Free School, Devonport.* (Boys 100, Girls 75, Infants 100.) "In 1831, several officers of the Royal Navy, lamenting the moral destitution which then prevailed among the numerous children of the sea-faring classes in this town, owing to Devonport.

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their parents being too poor to pay for their schooling, and the want of room for them in the charity schools already established, succeeded, under the auspices of the late Admiral Lord Northesk, the late Vice-Admiral Sir Jahleel Brenton, Rear-Admiral Ross, the late Rear-Admiral Sir James Hillyar, and other officers of rank, in forming a union of benevolent persons of the several Christian denominations, for the purpose of promoting the proper education of these neglected children, and were enabled by public subscription to set up a free-school for 150 of the boys, but for want of more ample support, it is only within the last four years (speaking in February, 1847) that the like benefit has been obtained for girls and infants; and yet, such has been the demand for these schools, that although thus circumscribed, more than 1,500 children have received gratuitous instruction in them, and several hundreds of the boys have entered Her Majesty's Navy and the merchant-service, while many, in consideration of their father's claims, have been removed to the Naval School in the Royal Hospital at Greenwich." The success, which is thus described in an appeal of the committee to the public, and of which the late Mr. Trounsell, R.N., was perhaps the mainspring, at length induced the promoters of the schools to seek to give them a yet more vigorous character, by providing them with a permanent home: they, therefore, exerted themselves to obtain the most distinguished patronage, including that of her Majesty and Prince Albert, and of the Lords of the Admiralty, and have been enabled, by contributions collected from all parts of the kingdom, to raise a handsome edifice of stone on the west side of King-street, Devonport, at a cost of no less than 2,500*l.*, of which 635*l.* was contributed by a grant from the Committee of Council on Education. The main edifice, according to the plans transferred to the Council Office, comprises infants' and girls' school-rooms, with cloak-rooms on the ground-floor and first-floor respectively, surmounted by a large class-room designed for religious instruction, and by committee rooms. Contiguous to this is the house which contains the teachers' apartments; and beyond the infants' and girls' yard, at the back of both, is the boys' school, having its approaches from a street at the back, with a covered play-place underneath it. An audit of the accounts showed the whole cost of these premises to be duly discharged, and the numerous and influential committees of ladies and gentlemen whom I had the honour of meeting afforded the only further assurance which was wanting that the institution will be maintained with the same vigour that has brought it into being, and endowed it with a permanent habitation.

In proceeding with my inspection, however, I gradually found that the circumstances of the institution were so peculiar as to demand the more special outline of them which I am now endeavouring to give, to meet the appeals to their Lordships which will probably be based upon them. The class especially contemplated by it is the children of seamen and marines, of whose families a large number are left here, while the fathers are in distant service. No fewer even than one-fourth of the children in the schools are fatherless by various casualties, and the allowance to the families of the living is so small, as not to permit a payment for the schooling of the children, who are thus left in the streets in a state very nearly approaching to destitution, as well as disorder, unless the Christian public interfere on their behalf. In regard to their annual cost, therefore, these schools have always been in the position of "ragged schools," deriving no part of their income from the pence of the children, but worked entirely with extraneous aid, as missions of truth and civilization among an almost vagrant little people, attending but irregularly, and removed at a very early age. Like the ragged schools generally, growing from small beginnings, with deficient resources, they have always had untrained teachers, and been therefore defective in organization and methods, though not in devotion to their work on the part of these teachers, much less of the committee and officers.

tion for the more technical exercises, for which its position in the desks is reversed, so as to give the less interruption to the other half, engaged with the teacher or pupil teacher. Otherwise the same places are retained by the children in all their exercises, except as they are gradually moved up on the score of general proficiency from the bottom to the top of a section, or from one section to another, the same pupil teacher retaining the same section. It is obvious that in schools thus sedentary, and possessing no element of emulation but that which there may be among the brightest children rising in the teacher's estimation, or best exerting themselves to comprehend his instruction, its actual progress will very much depend (next to the child's devotion of its will, to that of a devoted teacher) upon the completeness of the *methods* employed by those holding the classes to induce either collective attention or hearty individual study; and in both these respects the sections of these schools admit of considerable improvement; the former being attainable by more of mutual correction in the reading and its dependent lessons, as also in the grammar and geography; and the latter in the arithmetic, by a system such as that of White's cards, giving to each a separate task, and registering how many of such little tasks are performed by each in a given time. A more distinct logical purpose should likewise guide the collective lessons to the lower sections, making an express use of the perceptive faculties or the moral sense as the basis of further teaching, so as to avoid mere verbalisms, which may otherwise be interchanged between the teacher and children without any effect whatever in training the minds of the latter. These are the directions in which higher improvement is yet attainable. Meantime, the progress throughout is fair, and presents a great improvement upon the condition of the body of the school a year ago. The change of pupils is, however, very frequent, and the attendance, especially in the girls' school, surprisingly irregular. The infant school, now that the master is disembarrassed by the erection of a class-room, and the division of the main school-room by a curtain, is one of the most remarkable of these excellent institutions that I know; more through the peculiar endowment of the teacher for awakening the minds and moving the spirits of the children than through any peculiarities of system, though both of the contiguous and many surrounding schools might take example from the upper section of this in the art of keeping up a collective attention. The progress of this section in arithmetic and in music is very remarkable; and the whole are a very fascinating little people, the tone of all the schools, indeed, being kind and gentle. Supported from the yearly subscriptions to them is also a children's dispensary, conducted by the gratuitous attendance of a surgeon once a-week, and, in bad cases, at the children's homes, drugs being purchased by the School Committee, and made up by the master of the infant school, who, during the recent time of sickness, found this occupation to make a considerable demand on his time. There is also a children's lending library, which is being enlarged into a library of reference for teachers and assistant teachers. A course of popular lectures adapted to the parents of the children is delivered during the winter, when the children have likewise exhibitions of the magic lantern; and in summer, these little people have an annual treat to some pleasant spot in the neighbouring country, the value of which can be but ill appreciated by those who do not know the localities out of which they are taken.

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9th February.—*Mint, Exeter, Wesleyan.* (Boys 115, P.T. 3; Girls 80, P.T. 2.) The boys' school is under a master of sufficient energy, trained at the Glasgow Normal Seminary, but employing, together with simultaneous instruction, a large proportion of superior monitorial agency. There is a great amount of teaching in the school, but much of it is wasted, for want of more completeness in its methods, rather than through any defect in its organization, which appears to be exceedingly well adapted to its constitution and resources. While half-a-dozen of boys are thoroughly

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ligious instruction to be derived from the Holy Scriptures, and such other religious books and lessons as the committees may approve;" while on the other hand it is provided that the master and mistress of the schools shall teach the children "no religious tenets peculiar to any sect or denomination of professing Christians," under penalty of immediate dismissal.

The practical working of these provisions appears at present to be that of the British Schools generally, in which the committees, satisfied with having a teacher who is a member of a Christian society, rely, without harassing him with special fetters, upon his exercising a sound and honest discretion, while they make it a condition of continuance in their day-school that all the children attend the Sunday-schools of some denomination or other, according to the choice of their parents; but provision has further been made of a large class-room, already mentioned, expressly for the convenience of ministers of religion who should like to attend at stated hours to give instruction to the children of their respective societies. This is a yet further testimony to the general sense of the necessity of a positive, express, and complete course of religious instruction for the young people; but the active use of such an arrangement, in addition to those which already exist, will probably be postponed until a perfect unanimity upon its advantages shall be obtained. The room itself is a very good one, available for various school purposes.

Pill, near Bristol.

7th FEBRUARY.—*Pill, near Bristol*, B.S. (Girls 75.) At this place is a British school for girls, which has been in operation for about six months, and is chiefly supported by Mr. G. Waring, of Shirehampton, who invited my inspection in a desire to understand in what degree it is eligible to aid under the Minutes of 1846. The place is a sort of marine suburb of Bristol, at the mouth of the Avon, and partakes of the antique poverty, dirt, ignorance, and disorder, which characterize the poorer parts of that old capital of the west. The school appears to be the only public one in it which is at all numerously attended, and the present fate of its education is therefore turning upon the success of this effort; for that the dame-schools do little is sufficiently evinced by the ignorance of the children collected from them. In fact, the ages of the children are of the usual range found in a British school, but their attainments are proportionately the lowest that I have anywhere witnessed. It is not a niggard expenditure which is being made in the effort to dissipate this rudeness; and a sufficient school-room has been found, in the form of a vacant chapel, obtained on a lease of lives, and completely refitted to its new use; but the school is failing to accomplish the object of its promoters, through the defective system and methods of its young mistress, who is devoted to her work, but obviously quite unconscious of her want of training, and, therefore, of her want of power really to stimulate the faculties of her charge to a proper exertion. The instruction in the higher classes, therefore, is superficial, and in the lower imperfect; and these defects prevail through every exercise. In its present state, therefore, I cannot recommend it to receive pupil teachers; but the earnestness with which its promoters are bent upon its improvement so as to render it fit to receive such aid, for which they will memorialize, render it worthy of every encouragement in the mean time, as by a grant for books, &c.

Lewin's Mead, Bristol.

8th FEBRUARY.—*Lewin's Mead, Bristol*, B.S. (Boys 84, P.T. 2; Girls 75, P.T. 2; Infants 140, P.T. 2.) Since the date of my last visit a cloak-room for the girls, and a class-room for the infants, have been added to the school premises; and the whole having been refitted and furnished with every appliance by means of a very liberal expenditure, they are now very complete in their kind. Both boys' and girls' schools are fitted up on the Battersea plan, with three sets of raised desks and benches, which can be effectually divided from each other by drugget curtains. These sections are taught collectively by the several teachers or their pupil *teachers, of whom* each has a little monitorial assistant, taking half the sec-

tion for the more technical exercises, for which its position in the desks is reversed, so as to give the less interruption to the other half, engaged with the teacher or pupil teacher. Otherwise the same places are retained by the children in all their exercises, except as they are gradually moved up on the score of general proficiency from the bottom to the top of a section, or from one section to another, the same pupil teacher retaining the same section. It is obvious that in schools thus sedentary, and possessing no element of emulation but that which there may be among the brightest children rising in the teacher's estimation, or best exerting themselves to comprehend his instruction, its actual progress will very much depend (next to the child's devotion of its will, to that of a devoted teacher) upon the completeness of the *methods* employed by those holding the classes to induce either collective attention or hearty individual study; and in both these respects the sections of these schools admit of considerable improvement; the former being attainable by more of mutual correction in the reading and its dependent lessons, as also in the grammar and geography; and the latter in the arithmetic, by a system such as that of White's cards, giving to each a separate task, and registering how many of such little tasks are performed by each in a given time. A more distinct logical purpose should likewise guide the collective lessons to the lower sections, making an express use of the perceptive faculties or the moral sense as the basis of further teaching, so as to avoid mere verbalisms, which may otherwise be interchanged between the teacher and children without any effect whatever in training the minds of the latter. These are the directions in which higher improvement is yet attainable. Meantime, the progress throughout is fair, and presents a great improvement upon the condition of the body of the school a year ago. The change of pupils is, however, very frequent, and the attendance, especially in the girls' school, surprisingly irregular. The infant school, now that the master is disembarrassed by the erection of a class-room, and the division of the main school-room by a curtain, is one of the most remarkable of these excellent institutions that I know; more through the peculiar endowment of the teacher for awakening the minds and moving the spirits of the children than through any peculiarities of system, though both of the contiguous and many surrounding schools might take example from the upper section of this in the art of keeping up a collective attention. The progress of this section in arithmetic and in music is very remarkable; and the whole are a very fascinating little people, the tone of all the schools, indeed, being kind and gentle. Supported from the yearly subscriptions to them is also a children's dispensary, conducted by the gratuitous attendance of a surgeon once a-week, and, in bad cases, at the children's homes, drugs being purchased by the School Committee, and made up by the master of the infant school, who, during the recent time of sickness, found this occupation to make a considerable demand on his time. There is also a children's lending library, which is being enlarged into a library of reference for teachers and assistant teachers. A course of popular lectures adapted to the parents of the children is delivered during the winter, when the children have likewise exhibitions of the magic lantern; and in summer, these little people have an annual treat to some pleasant spot in the neighbouring country, the value of which can be but ill appreciated by those who do not know the localities out of which they are taken.

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9th February.—*Mint, Exeter, Wesleyan.* (Boys 115, P.T. 3; Girls 80, P.T. 2.) The boys' school is under a master of sufficient energy, trained at the Glasgow Normal Seminary, but employing, together with simultaneous instruction, a large proportion of superior monitorial agency. There is a great amount of teaching in the school, but much of it is wasted, for want of more completeness in its methods, rather than through any defect in its organization, which appears to be exceedingly well adapted to its constitution and resources. While half-a-dozen of boys are thoroughly

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well advanced, the body of the school, therefore, has made no remarkable, but only an average progress. The girls' school is on the British system, and its methods being good, while its organization is appropriate, a steady, progess is making throughout. The tone of the school being equally good, its general aspect is very satisfactory. More deliberate utterance, and more distinctness of ideas, want cultivating in the top class, as usual. The premises attached to both schools ought not to be allowed to continue in their present arrangement a moment longer than can be avoided.

Friends', Bristol.

13th FEBRUARY.—*Friends' School, Bristol*, B.S. (Boys above 300.) At the invitation of its committee, conveyed to me verbally by the master, I have again made a rapid inspection of this school. The present master has purposely reduced the average attendance to 300, and formed these into three sections, subdivided into monitorial classes. In fact, they form three monitorial schools, of which the upper, managed by himself, supplies monitors for the other two, managed by their respective assistant teachers. These, however, being entirely without training, while that of the head master is still imperfect, there is no clear prospect, under these arrangements, of any rapid removal of the essential indolence and disorder of the old plan, or rather want of plan, to which both scholars and teachers have been so long accustomed. The discipline and instruction are still therefore imperfect throughout, though improving.

Ragged-school, Bristol.

22nd DECEMBER, 1848, and 13th FEBRUARY, 1849.—*St. James's Back, Bristol, Ragged-school.* (Boys and Girls 130 to 160.)

A walk through Bristol will leave upon the mind of any one the indelible impression that no other city in England contains the like proportion of the destitute classes contemplated by ragged schools, and the following account of that which has made application to your Lordships, drawn up by a member of its committee, is so much more instructive than that which I had prepared, and describes so much more completely the views and prospects of its promoters, that I do not hesitate to substitute it, and vouch for its correctness in every particular:—

"Three years ago a small number of persons strongly moved to make an attempt to do something for the crowded population whose children infested Lewin's Mead and its neighbourhood, determined to make the attempt, as yet unheard of in Bristol, to begin a ragged-school. They had but a vague idea what such a thing was to be, but as groups of ten or twenty might constantly be seen playing about in the streets, they thought that it would be best to open a little day-school for them. A room was taken in one of the most respectable houses. An individual was found who had received no training as a schoolmaster, and but a defective education, but who was possessed of untiring kindness and strong desire to benefit his fellow-creatures, and to fulfil his duty to God, and who, from his having been frequently engaged as a temperance agent, was well acquainted with the habits of this class, and with the means of exciting their attention and influencing them. To realize in some degree the difficulties to be overcome, it is necessary to be aware that the district selected is surpassed in degradation only by the very worst parts of the metropolis. The population principally consists of the lowest Irish, whose adherence to the Catholic religion makes them look with suspicion on every attempt to serve them; and, as is to be expected where there is great poverty, drunkenness prevails there to an extent inconceivable to those removed from near acquaintance with those localities. The children were often in rags, because their clothes were pawned by their parents for drink, and they came starving to school, or staid away, because the mother was in the public-house. It was not then at first attempted to form any regular plan, but to learn the nature of the materials that the master had to work with, and to observe the effects of the different experiments which might be tried with the children preparatory to a more *organized effort* if this should succeed. Success was doubtful, for the

attempt was quite a novel one then, and it was quite uncertain whether, if it succeeded, funds could be raised to carry it on.

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"'Our little day-school continued up to Christmas with numbers varying from 20 to 40, and in this short time a sensible effect was produced in the neighbourhood, which was remarkable for its disorderly character. The neighbours perceived the streets quieter, and were astonished to see these wild beings so much under control that he could march them two and two through the adjoining district. At first when they followed their master to the temperance hall they were turned out, as likely to create a riot, so wild and disorderly was their appearance; but after a few months they might be seen making their way there in a regular body, three and three, and their ragged dress and bare feet were no longer hindrances to their admission. A still more gratifying testimony to the good effects of the school was afforded by the police, who remarked that Lewin's Mead was quieter, though they were not aware of the cause of it. Those who were in the habit of frequently visiting the school were greatly struck with the improved appearance and demeanour of the children. On Sunday, at least, there was an effort to be as clean as possible, and they were able to listen with some interest and self-application to a Scripture story. They all showed great attachment to their master, who treated them as beings possessed of minds and affections, and who made them feel that there were those that cared for them. When a lady brought them, one Sunday morning, a basket of flowers, which they viewed with great delight, and asked them who should have the most beautiful one, 'Master,' was the universal cry; and he gained this love by the love he showed them.'

"The experiment having thus for succeeded, it was determined to try it on a more extended scale, and to add to it an evening school for those whose occupation prevented them from attending in the day. A large airy room was obtained in a neighbouring street, which it was proposed to open both by day and in the evening.

"'No public means had been taken to make known the evening school, which it was intended at once to commence. We had not the slightest idea whether it would be known or sought after; it was, therefore, no wonder if, as afterwards proved to be the case, we went to work before we were prepared. On the second night there was a scene of the greatest uproar. With 50 or 60 boys, about 30 girls and young women had forced themselves into the room, notwithstanding the announcement that girls would not be admitted. Some evidently came with the intention of creating a disturbance, while others seemed desirous of learning. They were very disorderly, and nothing but force could induce them to withdraw. The number of boys continued increasing, many quite young men; and on Sunday the scene was extraordinary and painful; the master was in dismay, and though at last he got them into some degree of order by talking to them, when they went out the fighting and screaming was terrible. It was quite necessary to obtain the aid of a policeman, which was cheerfully and gratuitously given by the superintendent of police, who seemed quite to feel the importance of the efforts which were being made. The neighbours were all very indignant at the increase of noise and disorder created in the street, and even insulted the friends of the school on their way to it.'

"Gratuitous assistance was afforded to the master by many working men, who cheerfully did all they could. But willingness to aid and a desire to do good were not sufficient to give power to control these discordant elements, and it was some time before anything like order could be introduced. The novelty of the undertaking, a well-lighted room, and a good fire, proved attractions to many who came solely to create disorder. The numbers increased to 200, and those present on one Sunday evening in February will not forget the distressing spectacle of a multitude of children and young persons, of the most vicious appearance, from whom the attempt to conclude the school with prayer, called forth only mockery and disorder, and who appeared quite uncontrollable. It was found necessary to restrict the numbers. The master persevered in his determination to use no force but that of love and of moral influence: in a short time the control he obtained was complete; the word of command was instantly attended to, and the classes were all steadily working under their teachers. The office of the policeman was quite a sinecure, and was

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one day reported to the magistrate for neglect of duty, in having been 'two hours in the ragged school setting copies to the boys.'

"But summer came, and with it the greater part of the scholars left; some went into the country, others preferred the out-door attractions which the long evenings offered them; yet the school was kept open for the few who still desired to learn. In the meantime the day-school did not proportionally increase; girls were admitted with the boys, and were taught to sew, while the boys received instruction in tailoring; but there was not the improvement evident in them which had been hoped. The master, who had shown so much power of gaining the affections of the children, and of interesting them to a certain point, had not been trained as a schoolmaster, nor himself received much education, and was therefore unable to impart it to others: he found the office too arduous a one to continue, and resigned. It was then determined to seek for a master who had had full experience in the art of school-keeping, and who united with this that devotion to the cause of his fellow-beings which alone can strengthen any one to carry on such a work. The managers of the school now felt able to lay down, with some certainty of their correctness, the general principles on which they would conduct the school; they saw from past experience that they may safely rely on the power of moral force and the spirit of love in the conduct of the school. 'I will not deny,' their first master had said, 'that while in our little room in Lewin's Mead, I was sometimes induced to use the cane, but I never did so without regretting it, and I am resolved never to employ it again.' They also felt convinced of what they had from the commencement believed, that anything of the nature of bribery was most undesirable; they had seen that children would come without their attendance being purchased, and they felt that they should be doing an injury in many ways if they substituted a low motive for the high one of which it was found that these children were susceptible—a love of knowledge. Yet while strictly abstaining from alluring the children to school, or even securing their regular attendance when there, by any promise of reward or other inducement than the hope of the pleasure and benefit to be derived from education, they gladly availed themselves of any opportunity which presented itself, and which their improved conduct rendered available, of giving them innocent and instructive amusement, and thus showing them the kindly feeling of their friends in a way which they could understand.

"The managers also felt anxious that the strictly unsectarian character of the school should be scrupulously preserved. Other ragged schools had been established in the city, but exclusively under the management of members of the Church of England. The Ragged School Union, while professing freedom from sectarianism, would not include within its operations a school whose committee admitted Unitarians. Here Christians, widely differing on many points, had united harmoniously both in committee and as teachers. A large proportion of the children taught were Catholics, and these would not be permitted to attend were it not known by them that no attempt would be made to interfere in any way with their religion, and this confidence could be maintained only by scrupulous adherence to the principle laid down. Being desirous also that the school should be strictly confined to the classes intended, and that the master should as much as possible gain a personal influence over his scholars, the following rules were, after much anxious thought, compiled:—

"'1. The school is intended for the gratuitous instruction of such young persons only as cannot attend the other schools in Bristol, owing to the poverty of their parents, or their own want of character or necessary clothing.

"'2. The fundamental principles of religion, in which all professed Christians agree, shall form the basis of the instruction given. All sectarian theology shall be carefully avoided.

"'*3. The business of* the school shall include the most common branches of useful

knowledge, instruction in some industrial occupation, and the inculcation of cleanly and orderly habits. The routine shall be left to the discretion of the master, subject to the approval of the committee.

" ' 4. No corporal punishment, or holding up to public shame or ridicule, shall be made use of, but discipline must be maintained by the master's own firmness, order, and kindness.

" ' 5. The hours of attendance shall be regulated by the committee, according to circumstances,

" ' 6. The scholars shall be admitted and dismissed at the discretion of the master, subject to the approval of the committee. A register of their names and attendance shall be kept.

" ' 7. The master shall make himself acquainted, as much as he is able, with the parents and homes of the scholars, both as a means of greater influence and usefulness, and as a check upon the admission of those who might be otherwise taught.

" ' 8. No books or other publications shall be introduced into the school, or distributed to the scholars, which have not received tha sanction of the committee.

" ' No gifts shall be made to the scholars, at the school, unless under peculiar circumstances, and when sanctioned by the committee.'

" A master and mistress were fortunately found who united great skill and experience in education, with an earnest desire to carry out effectually the principles already stated, and to sow some good seed in this neglected garden of the Lord. They determined to employ in the day school the plan of instruction which they had found efficacious in the higher schools to which they had been accustomed; to introduce at once a kind but firm system of restraint and discipline; and to create, as it were, a public opinion among these children in favour of cleanliness and order. They had a well-founded faith in human nature, and the power of the good; and it was astonishing to those who were familiar with the ordinary appearance and deportment of these children, to observe the change which a few weeks even produced in their habits and conduct, from the good management and excellent influence exercised over them. The children, in many cases, carried home this influence to the parents, so that many who before had been indifferent to their true welfare, began to make an effort to send their little ones neatly to school. Teaching the scholars, both boys and girls, to make articles of clothing, had been, from the commencement of the school, felt to be an important object; and though these were not given to them until they had earned them by their work, or paid the cost of the materials from their small savings, yet the system pursued with them soon produced so great an effect on the general appearance of the scholars, that inexperienced visitors generally imagined these could not be of the same class with the neglected little ones whom they had just seen in the neighbouring streets, and have been surprised, after being struck with the clean face and well-regulated deportment of some boy, on glancing at his feet, to perceive that they were shoeless. As the winter advanced, the state of extreme destitution of many of the children rendered a slight deviation from the original plan necessary; it was known to the master that many came to school in the morning without having broken their fast, and had no food on their return home; and he had reason to believe that this state of starvation was, in most cases, arising from the inability of the parents to procure work, and to their being without parish relief from their Irish origin. The Committee therefore determined to allow a dinner to be given daily to the most destitute children, on the payment of a farthing, which the master was, in a few cases, empowered privately to remit. The reason for granting the meal to a limited number was so fully explained to the pupils by the master, that he has met with no instance of its exciting jealousy in any one who did not partake of it. This meal has been discontinued after the winter months, and it has not been perceived that the attendance at the school was diminished in consequence.

" No effort was made to increase the number of the scholars, nor was

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it thought desirable that they should be more numerous until they were brought completely under discipline. Yet since the day school has been thoroughly established, it has been continually increasiug; and, what is of more importance, the regularity of attendance has been more satisfactory; indeed it may now be considered equal to that of the ordinary schools. This regularity is much stimulated by a complete system of registration, which is carried on in every department of the school, and which not only is a valuable document, affording much important information, but produces an evident effect on the scholars. It has been frequently asked of the manager, how many reformed characters have you turned out from the school? Those who ask such a question show but little acquaintance with the human mind, and the difficulty of eradicating from it deep-rooted evil, even under the most favourable circumstances, still more when all around, beyond the precincts of the school, tends rather to strengthen the bad than the good. Yet instances may be pointed out by the master, which alone would be a sufficient reward for much hopeless toil. The boys who were the earliest scholars in the little room still continued attached to the school; and though still requiring most patient and watchful management, manifest progress far greater than could have been anticipated, and which excites the strong desire that they could be entirely removed for a time to some place of freedom from temptation. One boy, who seemed the wildest and most uncontrollable, is now in a respectable shop, and so subdued as hardly to be recognised; and C., formerly so disorderly and rough, has been able to receive so satisfactory a character from his teacher, as to obtain a good situation. Some extracts from the last Report of the school will give some idea of its present position:—

"'The number of children who have been in the school during 1848 is 531, viz., in the infant school 137, in the juvenile school 86, in the evening school 308, 83 of whom have also been at the day school. Of the whole number at least 100 were but casual attendants, and nothing is now known of them; 208 were only one month in the school, while 130 were there from six to eleven months; 54 only who were in the school in January were on the books in December. These facts show the great difficulty of exerting all the influence to be desired over the children, in consequence of the irregular manner in which they frequent such a school as this. . . . . From nine to twelve in the forenoon the visitor will find an infant and juvenile school of about 160 pupils, going through the ordinary school training under a master and mistress of much experience and ability, who are exercising a great moral influence over their restless and excitable charge. From two to four in the afternoon he will see an infant school; a class of 30 or 40 girls learning to sew and knit; a class of from 20 to 30 boys under the instruction of a tailor; and another set of 8 or 10 boys learning to make and mend shoes. If he goes between seven and nine in the evening, he will observe a collection of from 60 to 80 boys and girls, varying in age from seven to seventeen years, distributed into classes, learning reading, writing, and arithmetic, under different teachers, all superintended by the master. When, in addition, he has been made aware that this assemblage may be considered almost as the *sweeping of the streets*, and that some of the girls who scarcely knew how to thread a needle when they came to the school are now attired in articles of dress made by themselves; when, having compared the orderly manners, the clean faces, and, in many, the neat clothes, with the condition of those still wandering about our streets, he has reflected where they would be and how employed if they were not in that school-room, let him judge if a truly Christian work be not in progress. And will he not admit that, though it be no purpose of the school to make Episcopalians or Methodists, Independents or Quakers, Unitarians, or even Protestants, of the half-civilized beings upon whom a great boon is conferred in teaching them the existence of a God, a future state, and moral responsibility, there has been no lack of readiness on the part of those engaged in the work to recognise these helpless outcasts as children of the same Heavenly Father, owned by the same Saviour, and destined to the same immortality as themselves?

"'Of the moral improvement produced upon the objects of their solicitude, the Committee desire to speak with hesitation and diffidence, but not without hope. To *the great* Searcher of Hearts alone can be known the depths to which any seeds of holiness and virtue they have attempted to sow may have taken root; but when from one

to two hundred of the most destitute and most neglected children of this large city are seen coming voluntarily and with considerable regularity to school,—exhibiting a great change for the better in the cleanliness of their persons,—acquiring habits of neatness and industry by learning to make and repair their clothes,—improving rapidly in reading, writing, figures, and general knowledge,—manifesting increasing familiarity with the Scriptures, and interest in them,—and exercising, in general, sufficient self-control to behave in an orderly manner, unawed by the fear of punishment,—those who have watched this process trust they may discard the fear that their labours and their prayers will be unblest in those higher aims to which all education, whether secular or religious, should tend,—the training of immortal beings for a future existence.'"

"The children in this school may be divided into three classes: those who are mere vagrants, gaining their livelihood by whatever means they can, honest or dishonest; those who have settled homes, and whose parents profess to maintain them, but whose education is utterly neglected, and who are left entirely to their own guidance, owing to the misconduct, generally drunkenness, of their parents (those in our school are principally Irish); and those whose parents wish them to be educated, but who, through their poverty (whether arising, as it commonly does, from vice, or from unavoidable circumstances), are unable either to pay for them at the British schools, or even without payment to send them decently clothed. When this poverty has taken hold of a family, it generally produces that state of recklessness which benumbs effort, and the children are left to themselves. All these children would therefore be probably left without education but for this school. The master visits the families of all the children attending the day school. If he finds from inquiry that they are of a class for whom the school is not intended, he advises them to apply elsewhere; but it seldom happens that parents of a superior class have wished to avail themselves of this.

"In very few cases do the parents take any pains to send their children to school; at any rate, not until after some experience of the advantages, moral and physical, derived from their attendance leads them to cooperate with the master; the regularity of the children thus principally arises from the happy moral influence exerted on them in the school. The parents have, however, almost always cordially received the visits of the master, and have expressed a desire for the education of the children. A decided improvement has frequently been observed in *them*, through the influence of their children; this has been particularly manifested in their increased effort to send the children neat and clean to school.

"*No bribery or inducement of any kind* is held out to procure the attendance of the children. *No rewards* are given, nor do they receive even the clothes made in the industrial school until they *have earned them*, or paid for the material from their own savings. Visitors are requested not to make gifts to them. The Committee gave permission for a temporary exception to this rule, December, 1847, when many of the children were in such a state of evident starvation, frequently coming to the school without having had any food, and returning to the afternoon school without dinner, that the master and mistress found it most painful to their feelings to teach them, especially as they knew, by visiting the families, that the parents could neither procure work, nor obtain parish relief, being Irish. (The charter of Bristol, which differs in this and other respects from the poor law of England, does not give a settlement to an Irishman even with a residence of 20 years.) It was consequently permitted that, by private subscriptions, a dinner should be given every day to the most destitute on payment of a farthing each, the master privately remitting this when he knew that even that could not be paid. Last winter 30 were thus fed; this winter 50: the dinners are discontinued in the spring, when work is more plentiful, without any diminished attendance consequent on it. No jealousy has been observed to be excited by these dinners in those *who do not* share them, the ground of the selection having

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been fully explained by the master. In a fortnight a visible change has been observed in the appearance of many of the children who have dined, thus proving their previous deficiency of food.

"Though the day school is thus frequented by children in the very lowest state of poverty, and often of vice, yet they will be children who would not otherwise be *nominally* gaining their livelihood; no child who has once *begged*, has ever to my knowledge come to the school, though I have made frequent attempts to induce such to come: mendicancy appears to exercise so degrading an influence even on children, that the spring of spiritual life is stopped. Many, however, who have been only attendants at the evening school at first, have sought admission into the day school when not in work, or even abandoned their idle habits to attend it steadily.

"The master and mistress are able to exercise a degree of steady influence over the children in the day school, which cannot be attained in the evening school only. Small deposits towards the purchase of clothes are often placed in their hands by the children, and the firm but gentle exercise of a wise authority, without any other punishment than temporary exclusion from the school, united with an evident desire to promote their welfare, has by degrees obtained their confidence and love.

"The evening school is frequented by more of the first class above described than the day school, and the more respectable of the parents, who are thankful to get their children into the day school, fear to expose them to the evil they may derive from bad associates at night. Some few attend both, but altogether there is a wilder and more vicious class in the evening. The various printed reports, &c., will give some idea of the difficulties that have been encountered in bringing these lawless beings into some degree of subordination, and susceptibility of moral and intellectual influence. About 40 boys may be considered as tolerably regular attendants at the school, and about 60 come quite irregularly. A change is soon manifested in the regular attendants; some who have been in the school from its opening exhibit a degree of improvement in character, as well as of intellectual advancement, that could not have been anticipated, and that amply rewards their instructors. Those who are at first irregular and disorderly often are gradually improved. About 40 girls attend, and are taught in a different part of the same room. They are generally low in character, but superior in dress, &c., to the boys. There is generally more difficulty in obtaining the regular attendance of girls of low families than of boys.

"The evening school is taught by gratuitous teachers, both male and female. Monitors can seldom be employed; the influence of older persons is needed with these lawless beings. Sometimes the master is well supplied with help, but at other times he is almost alone with the school. He commences with a short lesson in singing; then the teachers take the different classes to instruct in reading, writing, and ciphering; and the last half hour is usually spent by the master in reading some instructive story, or, on Sundays, in giving a scripture lesson. Lessons on geography and natural history, illustrated by maps and specimens, are also occasionally given, and books are lent to the most regular boys of the oldest class, and much prized by them.

"A complete system of registration was commenced in January, 1848, and continued through the year; this was at first attended with much difficulty, but is now carried on more easily by the master. He feels it very beneficial in its effects on the children, as well as affording valuable data. When a child has been absent from the school he is visited by the master to ascertain the cause."

The actual position of the school, in regard to public aid, is justly described in the following terms, in a Memorial addressed to your Lordships by its promoters in May of the present year (1849):—

"*The state of* the school, and the qualifications of the master and

mistress, would entitle the managers to make application for grants for pupil teachers; but the children are exclusively of a lower class than could, except in very rare instances, furnish steady pupil teachers as in those schools for which Government aid is already provided; and it is obvious that it would be exceedingly improper and dangerous to expose young persons of a better class to the physical and moral contamination of mixing with them as articled teachers in the school. What your Lordships can do, then, is to afford the managers the means of procuring assistants to the master and mistress, of an age and firmness of character suited to the arduous work. They ask this not simply for the better teaching of the present large numbers who attend the school, but because their premises are commodious and capable of accommodating many more. At present they are obliged to refuse applications for admission instead of taking means, easy of adoption, for increasing the numbers.

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"Under all these circumstances, seeing what a wide field of exertion is before them, the managers ask with a boldness and freedom proportioned to their need, but with the respect and deference due to your Lordships' eminent position, for such a yearly grant of money as shall enable them to put the school into its highest state of efficiency, and to maintain it there, for the lasting good of the community, in the instruction of some of its hitherto neglected children.

"The managers trust that your Lordships will feel at liberty to make such a grant; that you will not consider yourselves bound by rules admirably made by you for other schools; and that you will thus show that the interests of the lowest and most degraded of the population of this mighty nation are not beneath your care and foreign from your sympathies. They would also entreat your Lordships to grant to them a supply of books and school apparatus, an increased supply of which is greatly needed, from the increase in the numbers of the scholars and the necessary wear and tear of all school materials by such a class of children."

"The present wants of the school which cannot be provided by the present funds, are, in fine,—1. *Six stipendiary monitors* for the day schoel, being four for the infants and two for the juvenile department.—2. ***An assistant in the afternoon school;*** the master does not then attend, having the morning and the evening school, and the mistress has the sole charge of the girls' sewing school and the infant school.—3. *A paid female teacher for the girls' evening school;* gratuitous teachers cannot be depended on *alone* for this. 4. A playground, where the children whose parents are at work may remain during the dinner hours. This would be a very great advantage. There is a small one adjoining the premises not now belonging to us. The *regular subscriptions* to the school are quite inadequate to maintain it on its present footing."

The organization of the school is on the Glasgow plan (its teachers having both been trained at the normal school of that city), and it partakes of all the excellences and defects noticed in the Wesleyan schools on the same model when pupil-teachers were first placed in them. The means employed have already, however, reduced the moral chaos to such a degree of order and amenity, that, so soon as the school shall acquire increased teaching power by the appointment of stipendiary monitors for short terms, if these be granted to it, the want of methods for more active and essentially collective instruction will become a subject of fair criterion, which, as yet, it is not; all that is possible, and far more than could have been hoped or expected, having been accomplished by teachers literally yearning over their flock, in their endeavours to lead them aright.

Wood-street, Spitalfields.

20th February.—*Wood-street, Spitalfields.* B.S. (Boys 200, P.T. 3; Girls 50, P.T. 1.) The promotion of the master of the boys' school to an entirely different field of duty has occasioned its transference to the hands of a young teacher brought up in the Abbey-street school, whose general views

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Wood-street, Spitalfields. of its organization and instruction are good; but the methods, and the industry, and the discipline of the school are exceedinghly imperfect, and it has yet to be seen whether they will be amended. The girls' school also has changed teachers, and now has one of sufficient education for the task upon which she has just entered, but as yet it presents the same imperfections which it did a year ago, and its progress under the new teacher is a subject of solicitude. A separate entrance and yard for the girls, distinct from that of the boys, is much wanted.

Hackney-road. 22nd FEBRUARY.—*Hackney-road*, B.S. (Boys 180, P.T. 3; Girls 100, P.T. 2.) The boys' school still shows improvement, though not rapid, except in the arithmetic classes, which have been completely reorganized, and are working well, with collective instruction to the lower classes; sets of transferable MS. cards in the middle, and books of arithmetic in the upper. The methods of the reading and other connected lessons still require revision to reduce their noise, and increase the amount of collective attention: a revision which should also be extended to the collective instruction in geography, grammar, &c. The writing is still inferior. The collective lessons to the younger children on matters of useful observation are well conceived, and are a pleasing and profitable application of the additional teaching power supplied by the pupil-teachers. The *girls' school* has experienced greater improvement within the time than the boys', not only in the management of the arithmetic, on a plan similar to that of the boys' school, but also in the revision of the methods of the reading classes. The first elements of grammar, too, are very well conveyed, though the school has not yet the general neatness which is attainable, and to which it is making progress. The collective instruction to the little ones might be based more on their own observation, and conducted with less simultaneous answering; but it shows progress with the other exercises.

Marylebone. 19th MARCH.—*Marylebone, Presbyterian.* (Boys and Girls 91, P.T. 1.) This school is no model of organization, nor does it exhibit the most approved methods, but is of the style of a private middle-class school for boys, occupying a healthy room, with a girls' section in one part of it, under a female teacher, from which the older girls come into the same top class with the elder boys, and are there instructed by the fairly educated master, who stimulates each class to great exertion while he holds it, but for want of superior organization it becomes too lax and almost disorderly during the rest of the time.

Brentford. 22nd MARCH.—*Brentford*, B.S. (Boys 130, P.T. 5, Girls 120, P.T. 4.) The boys' school has undergone a thorough revision since the date of my last visit, and has been placed under an excellent system of constant inspection and registration of the results, which is more complete than the methods of which it superintends the operations. The instruction generally is invigorated, and in the top class is high, and everywhere is respectable, though not yet on a par with the attainments of its teacher. The tone of the whole is very good, and it is in a state of rapid progress. The same improvement is observable in the girls' school, with the exception only that the methods practised in the middle and lower parts of the school have not experienced a beneficial revision to nearly the same extent. Both schools require more accommodation equally for their numbers and their duties. The methods of the school are completely revised since my last visit, and are making vigorous progress to an excellence commensurate with the superior attainments of the teachers.

Shoreditch. 23rd MARCH.—*Gascoigne-place, Shoreditch.* (Boys 125, P.T. 3; Girls 95.) The progress in the boys' school during the past year, with the aid of three pupil teachers, has been, for such a neighbourhood, very remarkable and very gratifying. It is now a powerful instrument for good among the poor children of the too migratory population of the lowest condition and character which surrounds it. It meets all the exigencies of the

ragged school with the efficiency of a good day-school; and its committee and master, therefore, have claims to a meed of approbation not to be measured by the actual progress of the children found in it at any given moment. The girls' school is precisely what I found it a year ago, when the present mistress had only just commenced her work, viz., an infant girls' school, with an elder juvenile class in it, and more than usual of a monitorial organization. As such even, it is feeble, owing to its teacher, though possessing good dispositions and capacities, being untrained to the best use of them, in the management of her charge. APP. VI. Shoreditch.

26th MARCH.—*Lambeth Chapel, Wesleyan.* (Boys 240, P.T. 8; Girls 150, P.T. 3.) The boys' school, with the aid of its pupil teachers, who have been laboriously well instructed and trained, has undergone, in the course of the year, a surprising improvement in tone, discipline, and instruction, so far as the labours of the master and the pupil teachers extend; but the lower part of the school is not yet redeemed from the comparative defectiveness in which I found it a year ago. As the teachers are qualified to pass for a year higher in their apprenticeship than their actual age will warrant me in recommending, I regret, therefore, that they have not been employed still more frequently in less fatiguing but not less needful work in the juvenile departments. The girls' school has been kept in daily operation nearly to the standard at which it was last reported, in so far as the body of it is concerned: but the pupil teachers are requiring a more vigorous course to bring them up to the standard required by their Lordships' Minutes. Lambeth Chapel.

28th MARCH.—*Burton-on-Trent*, B.S. (Boys 100, P.T. 4; Girls 75.) With the aid of three pupil teachers, the condition of the boys' school has been generally advanced from the state in which I found it a year ago, but it wants much in the way of activity in its reading and completeness in its arithmetic classes, with neater writing, and more extended instruction in geography, and in habits of observation. The master, however, is young and persevering. The girls' school has copied a little, and but little, of the improved methods and increased activity of the boys' school, and has no prospect of attaining to any superior strength. Burton-on-Trent.

29th MARCH.—*Audley, Wesleyan.* (Boys and Girls 100, P.T. 3.) This school, notwithstanding the afflictions under which the master has laboured during the past year, has been considerably improved, especially in its arithmetical instruction, which is on a good system throughout, and in the general progress of the highest class. But everything which is not done by the hard-working master himself wants order and neatness, and a business-like activity, resulting partly from the rude material with which he has to deal, and partly from the want of a more complete system and tact in the use of subordinate agency. The order, discipline, and progress of the great body of the children therefore is inferior, though great allowances have to be made for the remoteness and rudeness of the locality. Audley.

30th MARCH.—*Over Lane, Wesleyan.* (Boys and Girls 80.) This school has not risen from under the difficulties described a year ago, but still struggles with them. It is not strong, either in organization, discipline, methods, or instruction; and until the population generally have a higher appreciation of instruction, cannot be expected to improve. It is fit only for stipendiary monitors; and while the one placed in it has not given satisfaction, others cannot be obtained, unless for the remuneration of pupil teachers, as their parents can employ them at a yet higher remuneration, in the more congenial occupations of the salt-works or salt barges. Over Lane.

2nd APRIL.—*Mold.* B.S. (Boys 116, P.T. 3; Girls 100, P.T. 2.) The boys' school is in good condition, and deriving great benefit from its pupil teachers, who have been duly brought forward. The girls' school has made less vigorous progress, owing to its having been subject to several changes of teachers, but is likely to profit by the new arrangement which has placed it under the management of the able master of the boys' school, aided by his wife to teach sewing. Mold.

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Ruthin. 3rd April.—*Ruthin*, B.S. (Boys 80, P.T. 5; Girls 50.) The boys' school is greatly reduced in attendance through recent changes of teachers, but the pupil teachers have formed a body which has preserved the life and vigour of the school through all these disadvantages, though not without experiencing some hindrance themselves. The present teacher, though possessing good abilities and dispositions, has had no training to fit him for so arduous a task as he has here undertaken; and the committee of the school will provide a person of better experience. Some allowance meantime must be made for the difficulties of language, and of the circumstances in the attainments of the pupil teachers. The girls' school has nearly the same attendance as at my last visit, but exhibits no advancement, though its teacher, as in the boys' school, shows great natural and many acquired qualifications, which want training.

Stafford. 4th April.—*Stafford*, B.S. (Boys and Girls 54.) Calling at this place on my way up from North Wales, I found the girls' school empty, the late excellent mistress having left without being replaced, and the boys' school in ruins, under the teacher I formerly found in it, who had assembled a number of little classes of children of both sexes and all ages, much in the manner of an unorganized private school.

Birmingham. 5th April.—*Birmingham* and *Edgbaston Industrial School*. (Girls 80, S.M. 2.) This is a pleasing village school in the midst of a very poor town population, in which the mistress is exemplary in many matters, but not powerful as a teacher, or energetic in the daily course of the intellectual part of her duties. Her stipendiary monitors, therefore, are scarcely up to the standard required, and her methods generally require a more persevering application throughout. Being intended for the benefit of a very poor surrounding population, whose children are removed at a very early age, the committee are content with its intellectual mediocrity, so long as it produces other good through its exemplary neatness, order, and tone.

Mortlake. 7th May.—*Mortlake*, B.S. (Boys and Girls 30.) This school, supported through many difficulties by Dr. Townley, and members of his congregation, appears now to be virtually abandoned, being reduced to a small private school, kept by an educated, but untrained, young female teacher.

Limehouse. 9th May.—*Limehouse, Wesleyan*. (Boys 172, P.T. 4; Girls 80, S.M. 1.) Both boys' and girls' schools are British in organization, but that organization is not complete; and in the boys' school there is still a general laxity of order and defectiveness in the use of methods, which greatly impair its efficiency. Even in the top class the instruction is not sufficiently diffused, although a few head boys are thoroughly well instructed. The whole school requires sedulous revision and devoted labour to give it the character which it ought to have, as one containing pupil teachers under their Lordships' Minutes. The girls' school is just undergoing a change of teachers, and is temporarily in the hands of a "*supply*." It is needless, therefore, to criticise it in detail.

Alton. 10th May.—*Alton*, B.S. (Boys 124. P.T. 2.) This school is partly on the Glasgow, and partly on the Battersea plan, maintained chiefly by members of the Society of Friends, though situated contiguously to an Independent chapel. It forms four sections, each subdivided into two drafts, under pupil teachers and monitors of superior years and ability; and the interspersion of collective instruction renders the general plan complete. The methods, too, are fair, and the upper half of the school thus obtains a course of technical instruction as good as can be obtained by the middle classes generally; but the body of the school, and the lower part especially, wants much better training to the formation of elementary ideas, signs, and even sounds, in the way of distinct reading and spelling.

Thatcham. 11th May.—*Thatcham*, B.S. (Boys and Girls 110, P.T. 1.) Since the date of my last visit, the boys' and girls' schools have been thrown into one, and placed under the former mistress of the girls' school only, with the result of an increase upon the total attendance. The premises, too,

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have been completed by the addition of little cloak-rooms, arranged with exemplary system; and the peculiar neatness of the whole place amounts even to elegance, with which the tone and discipline of the school fully accord. The girls' industrial department is peculiarly good, and there is a grace of intelligence in every other arrangement, but accompanied by considerable want of vigour to give accuracy to the technical instruction, and awaken the mind, especially among the boys, who have to pass half their time in slate writing. Thatcham.

28th MAY.—*Cardiff, Wesleyan.* (Boys 90, P.T. 2; Girls 40.) The boys' school has improved steadily in methods and vigour since the date of my last visit, and is wanting less in the way of additional teaching than of actual learning, through more complete collectiveness of attention to the collective instruction. The girls' school received a new teacher at the commencement of the present year, and is in rising though not in strong condition. *See* also p. 397. Cardiff.

29th MAY.—*Blaina,* B.S. (Boys 100, P.T. 2; Girls 80.) These schools are attached to the Blaina Iron-works, in the mountain parish of Aberystruth, in Monmouthshire, supported by the subscriptions of the firm and the men. They have not been long in operation; but the boys' school has a well-instructed master, who is rapidly giving it vigour and success; and the girls' school is making a fair progress in needlework, neatness, and the first elements of letters. Pupil teachers and a revision of the methods would much strengthen both; the former especially, by permitting the teachers to do more, or have more done for the little ones, and the latter, by securing a more assiduous attention with less noise and greater order. Blaina.

30th MAY.—*Blackwood,* B.S. (Boys and Girls 75.) The late master, under whom the school appears to have been vigorous and successful, has recently been ordained a minister of the Established Church, and received charge of a parish five miles to the westward of Blackwood, to which he is removing from the school-house, in which, however, he happened to be staying on the day of my visit. I inspected the school, therefore, in his presence, and found it to be for both boys and girls, coming up in the same classes, but seated on opposite sides of the room, divided in two, down the middle, by a wainscot partition scarcely higher than the desks. Formerly the girls were taught sewing, &c., by the wife of the master, but at present they have no such advantage; and the present master is one of the most unskilled and least qualified of Welsh village teachers that I have yet seen. Such life as existed in the school was obviously but the embers of former instruction, which could not long survive the deadening effect of the present arrangements. I therefore called upon one or two of the trustees, and reported, as now, the jeopardy in which the usefulness of the whole institution is placed, after so much money has been spent upon it by themselves, and by grant from their Lordships. Blackwood.

1st JUNE.—*Bowrington,* B.S. (Boys 100, P.T. 2; Girls 80, P.T. 2.) This is a British school, maintained entirely by the subscriptions of the workmen of a large iron company, whose men are chiefly located in a modern village of this name in a locality called by the olden name of Maestêg, in the mountain township of Cwmdû, in the parish of Llangonoyd, near Bridgend, in Glamorganshire. Both boys' and girls' schools have teachers of good dispositions and fair capacities; but the difficulties of language which they have to encounter with the younger children have prevented them as yet from doing much that is effectual for their mental training, while the upper half of each school, for want of more vigilant methods, is not making sufficient progress, although a few of the oldest children in each are well instructed for the time they have been in school The teachers, being both young, further study a revision, of their methods, and a few pupil teachers, will enable them, under faithful supervision, to change the aspect of both schools very greatly. Bowrington.

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4th and 7th June.—*Swansea*, B.S. (Boys 130, P. T. 5; Girls 125, P.T. 3.) The organization and methods of the reading and grammar classes have been revised with such effect as to make them models for general imitation; the writing, too, is excellent in style, though a little more order in keeping the books would contribute to its general neatness, and the arithmetic is *to be* placed upon a plan as perfect as that of the reading classes, being at present only in average condition, and not sufficiently extended downwards towards the lower end of the school. The geography of the children next to the top boys, too, ought to show more of intelligence; but the general tone as well as vigour of the school render it one of the most valuable institutions of its kind in the principality. The *girls' school* has greatly increased in numbers, and made a fair year's progress since my last inspection; but the defects of method then noticed are not yet wholly eradicated, and, consequently, the reading generally is indistinct and incorrect, notwithstanding the fair intelligence and ability shown by the monitors. The genuine collectiveness of instruction attained in the classes of the boys' school is much wanting here, except in that of one of the pupil teachers, and the arithmetic classes are defective in black-boards; but the progress made in general neatness, discipline, industry, and order, especially shown in the needlework, cannot be too highly praised, when the situation of the school, in one of the lowest parts of the town, is considered. A great improvement would be effected by cutting off one end of the large school-room, if only by thick drugget curtains, and forming it, by another, into two class-rooms, one with a gallery for collective lessons to a juvenile section, who now spend the greater part of their time in merely nominal slate writing, and the other for a senior class.

Hafod.

5th June.—*Hafod, Swansea*, B.S. (Boys 185; Girls 167; Infants 202.) These schools have been raised and are maintained on a scale of the greatest munificence, chiefly for the children of the men employed in the neighbouring copper-works, by J. H. Vivian, Esq., M.P., on the principles, with regard to religious instruction, of the British and Foreign School Society, viz., that the authorized version of the Scriptures, but no catechism, shall daily be used in the instruction of the children. The boys' and girls' schools are under teachers trained by that Society, and the infants' school under a female teacher trained by the Home and Colonial Infant School Society. The boys' school has not made, during the past year, so satisfactory a progress as could have been desired, although reading, without spelling or interrogation, is taught mechanically on the text of scripture cards in the lower part of the school, which likewise receives a course of excellent collective secular lessons, as well as lessons in elementary arithmetic, devised by the master, and given chiefly by a pupil teacher paid by the patron, though sometimes also by the master himself. In all, except these secular lessons, the school is not above the average, and in several important particulars is below it. The writing is in good style, and the arithmetic on a good system; but for want of a spirit of accuracy, of neatness, and, I think, also of duty, the results are inferior. Again, the interrogatory exercises upon the draft reading lessons, entirely omitted in the lower part of the school, are conducted in a spirit of off-hand indolence and inaccuracy in the upper; and as this is a most important part of the training of the upper body of the school, the defects which hence arise, combined with a general looseness in the reading exercises, entail an unclearness in the reading of the master's own class, and a want of alert and dutiful correctness in it, which is inconsistent, after every possible allowance, with his own attainments and abilities, and with the amplitude of the means placed at his disposal. Even the express intellectual culture of the lower half of the school is very defective, in being totally dissevered from the reading lessons, except at the brief visits of the master to each draft, and the effect throughout is a want of that order in the operations and coherence in the results, for the exhibition of

which the school offers a very favourable opportunity.—The general plan of the *girls' school* is similar to that of the boys', and the lowest section appears to take part in the secular gallery lessons given to the lowest section of this school. Some of the monitors were working at spelling exceedingly well, writing the words down on the black-board as they were orally spelt, if any difficulty arose; but the methods generally were not such as to secure a real collectiveness of attention, as they ran into individual instruction on the one hand, or simultaneous answering on the other, where interrogation was at all practised, in the few upper drafts. As a whole, therefore, while this school has made a much greater progress in cleanliness, neatness, order, and general tone than the boys', it shows an analogous want of a consistent and pervading correctness in the attainments of the children, as far as they have gone, and of a more vigorous cultivation of the habits by which alone it can be obtained.—The *Infant School* is in a condition of neatness, order, discipline, and complete organization, which, under the circumstances of a rude neighbourhood, in which the vernacular tongue is almost wholly Welsh, is very creditable to its matron teacher; whose large gallery, however, contains too great a number for her to keep the whole in effective operation, learning at once to use the English language as well as their own faculties, as they must. To meet this difficulty, she requires several pupil teachers, or a select double set of paid monitors from the girls' school, to enable her to have at work several sections between that of the babies' and the one held by herself for collective instruction, which, by this means, would always be kept to a moderate number.

Hafod.

6th June.—*Sketty Infant School.* (70, S.M. 2.) This maintains its character of gentleness, intelligence and usefulness; but a much more effective employment might be made of the services of the two pupil teachers placed in it. The girls' school, maintained by Miss Dillwyn, is a very pleasing little village school, in which about 20 children receive rudimentary instruction, and are well trained in habits of neatness and industry.

Sketty.

6th June.—*Singleton.* (Boys and Girls 25.) Occupying a pretty Swiss cottage, in the grounds of J. H. Vivian, Esq., M.P., this is a model dame-school for children of both sexes, to the number of about 25, who receive individual instruction from an excellent matron in reading, writing, and arithmetic, with knitting for the boys, and both knitting and sewing for the girls, and form, at the same time, a picture for a painter.

Singleton.

8th June.—*Mumbles Infant School.* (50.) This school, 4 miles from Swansea, is in the same hands and the same condition as at the date of my last visit, a year ago, and its excellent premises are therefore by no means employed to the best advantage, for want of some person to take an interest in it, rally subscribers, procure a proper teacher, and superintend her labours.

Mumbles.

8th June.—*Briton Ferry, near Neath.* (Boys and Girls 40.) The master has recently had a paralytic stroke, which has entirely incapacitated him; and his wife keeps together some little vestige of the school, until a successor can be procured by the Committee.

Briton Ferry.

11th June.—*Llanelly Infant School.* (120.) This school is precisely in the same condition in which I found it a year ago, except that the attendance has been reduced by the success of the neighbouring new British schools, which are now in full operation, and present a very pleasing aspect.

Llanelly.

11th June.—*Llanelly Copper Works School.* (Boys about 150; Girls and Infants about 100.) The schools of Messrs. Neville are of the same character, and under the same teachers, as at the date of my last visit, a year ago; but comfortable teachers' houses have since been added to the premises; the infants' and girls' sewing department has greatly improved in cleanliness and order, with some degree of intelligence, in spite of the difficulties of dirt and language by which it is surrounded; and the head

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Llanelly. boys are well taught in arithmetic and singing by a young Welsh master, who has abilities to teach well generally, but whose feelings and habits appear to direct these abilities rather to the advancement of the few, than the training of the many, whose organization and instruction still remain in a slovenly condition.

Pembroke Dock. 12th JUNE.—*Pembroke Dock*, B.S. (Boys about 200, P.T. 4; Girls about 100. P.T. 2.) This is a double school, enjoying a full attendance and a vigorous organization; the children in it are making a steady progress; and, in fact, although it has been at work only 11 months, it is perhaps the most efficient school in this remote part of the principality, to which it presents a very valuable model; its tone and discipline being as satisfactory as its intelligence and industry.

Milford. 12th JUNE.—*Milford*, B.S. (Boys, about 80.) This school is under an energetic young teacher, who wants only experience and patient watchfulness to make it complete in operation as well as design.

Haverfordwest. 12th JUNE.—*Haverfordwest Infant School.* Dispersed on account of a large cattle-fair occupying the streets and roads.

Narberth. 13th JUNE.—*Narberth.* (Boys and Girls about 50, S.M. 1.) This school has made steady progress during the past year, and affords sound elementary instruction to the children assembled in it, which, in more fortunate circumstances, would command a large attendance and a proper remuneration; both are here deficient, partly through poverty and partly through indifference; but some exertion is now being made by the Wesleyan Connexion on the old foundation of Mr. B. R. Thomas.

Tewkesbury. 14th JUNE.—*Tewkesbury*, B.S. (Boys about 100; Girls about 70, S.M. 1.) The boys' school is good in tone and discipline, but thoroughly feeble in instruction, not through want of instruction in the master so much as want of a more stirring and lively sympathy with the boys whom he is teaching, and of good methods throughout the school. The girls' school has the same excellencies and an unaffected earnestness in its teacher, but also the defects of the boys' school, in so far as the methods are concerned, for want of more complete training.

Evesham. 19th JUNE.—*Evesham*, B.S. (Boys about 120, Girls about 100; P.T. 2.) The British schools of this place occupy good premises, recently constructed with great solidity and neatness, with the aid of a grant from the Committee of Council on Education. They are very well attended, and have numerous and active committees. The boys' school is not, however, in high working condition, though in good discipline; for it wants a complete revision of its methods, and re-training of its monitors, to bring the children generally into a consistent progress. The reading at present is generally indistinct, and the answering noisy and indiscriminate, notwithstanding a fair intelligence in the upper monitor; the arithmetic is slow, and in the lower classes very incorrect; but the writing is making fair progress, and a few top boys are much better taught, but they are too few; the answering being indiscriminate, and therefore, by two or three cleverer boys only. The girls' school is relatively in much higher condition; its writing and needlework are remarkably good; and with a revision of its methods its progress will be equable and satisfactory throughout.

Gravesend. 26th JUNE.—*Gravesend, Wesleyan.* Closed for holidays. See post., 27th August, 1849.

Alton. 26th June.—*Alton*, B.S. (Girls about 100; P.T. 1.) The girls' British school of this town is supported wholly by Messrs. Crowley, who are also the best friends of the boys, and zealously superintended by the ladies of the same family, under whom it has acquired a tone and discipline which are exceedingly pleasing, at the same time that the children are making fair progress in elementary instruction and industry. In all its main features this is an excellent school, and it promises to grow in *strength*, which it has been wanting.

Salisbury. *27th JUNE.—Salisbury, Wesleyan.* (Boys 135, P.T. 0.) This school has

greatly increased in vigour and efficiency during the past year, under the exertions of its able master, employing a monitorial agency in the lower part of it, which is worked with the greater effect because he is assisted by pupil teachers. This supplies the greatest defect which the school exhibited a year ago, while it retains all the advantages of the simultaneous teaching to which he was trained. The tone and discipline and general vigour of the school are now such as to claim every assistance that can be rendered to it. App. VI. Salisbury.

28th June.—*Romsey*, B.S. (Boys about 100; Girls about 80.) This being a general holiday the schools were closed; but having made due inquiries concerning the application of their Lordships' Grant, which has contributed to the erection of two excellent rooms, I made a rapid inspection of them the following morning, and found them both in pleasing condition, worthy of any form of further assistance which may be asked for them. Romsey.

29th June.—*Beechwood.* (Boys about 50, P.T. 1; Girls about 40, P.T. 1; Infants about 70.) These are schools for a population of forest borderers, supported and superintended by Mrs. Duckworth, and therefore, possessed of every advantage and appliance which liberal means and judicious superintendence can supply. The boys' school is in good vigour as well as exemplary tone and discipline; the girls' wants more of the finished industry which characterizes its sewing classes, to give greater clearness and activity to those for reading, &c. The infant school is an excellent nursery, under a good-hearted matron, but untrained, and therefore not expected to give a vigorous training to the children. Beechwood.

2nd July.—*Staplecross, Wesleyan.* (Boys and girls 78, P.T. 2.) This school, as at the date of my first visit, is in excellent tone and discipline, and is giving good primary instruction, though it yet wants a more genuine collectiveness of attention in its gallery and classes, and better ventilation for its little class-rooms. With these its excellent teacher would struggle yet more successfully against a certain dulness which belongs to the remoteness of the situation in the midst of the Weald of Sussex. Staplecross.

4th July.—*Rye, Wesleyan.* (Boys and Girls 65, P.T. 1.) This is a mixed school, under a young teacher, energetic and improving, who has it in good discipline and sound progress; it embraces children of the middle and poorer classes, and is well adapted for the training of both. The room is good, but there is no play-ground. The school is almost entirely self-supporting, by a graduated scale of fees, 9*s.* per quarter being the highest. Rye.

5th July.—*Canterbury*, B.S. (Boys 150, Girls 90.) The boys' school is throughout in the same state of heathful vigour in which I found it a year ago, and the children generally are making as sound progress in elementary instruction as is possible with the aid of monitors only. Indeed, this is a fair specimen of what the monitorial school may accomplish for so large a number of children; all the exercises being carried out with intelligence and a perfect discipline. The girls' school has had a change of teachers since my last visit, but is in as feeble condition as ever. Canterbury.

6th July.—*Faversham*, B.S. (Girls 114, P.T. 1.) This school is under the liberal patronage of Wm. Hall, Esq., and it has made more progress towards a high working condition throughout than I have elsewhere seen effected in the course of a first year's operations. Its general tone and discipline are not less gratifying; and it is with great pleasure, therefore, that I recommend it for the reception of pupil teachers. Faversham.

15th July.—*Corsham*, B.S. (Boys and Girls 104, P.T. 2.) This is the parish school, and occupies an excellent room, secured in existence by the support of Lord Methuen. It is in good tone and discipline, under a persevering if not energetic teacher, and when completer methods are given to its classes, will be qualified to rank with pupil-teacher schools generally, and I have therefore to recommend it for acceptance as such. Corsham.

See also p. 396.

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Melksham. 16th JULY.—*Melksham*, B.S. (Boys 70, P.T. 2; Girls 75.) The boys' school is in good order, and making apparently fair progress in technical instruction, with good dispositions throughout its classes. The girls' school is examplary in tone, discipline, manners, and needle-work, but is feeble in all its intellectual exercises, and in the abilities which these should have cultivated. The infant school has been placed under a mistress young, energetic, and intelligent, whose aptness in the management of its little people proves that training would make her an excellent teacher. *See* also p. 400.

Taunton. 16th JULY.—*Taunton*, B.S. (Boys 130, Girls 85, Infants 150.) The boys' school has only just been reorganized, under the most disadvantageous circumstances, the late teacher, who has just been advanced to the ministry, having left it in a very low condition. It is deficient even of the commonest appliances, but the present teacher is doing all that is possible under the circumstances; and his energy, if his committee will second it, affords some hope of future progress. The girls' school, too, is under a newly-appointed teacher; and, whatever her zeal, she is so deficient in training that there are no roots of success in this part of the institution. The infant school, in another part of the town, has just been brought into excellent condition by a young female teacher, reared in the schools at Tiverton, and who completed her training at those of the Home and Colonial Society in London.

Lyme Regis. 18th JULY.—*Lyme Regis*, B.S. (Boys and Girls 120, P.T. 2.) This school is in precisely the same excellent condition, considering its circumstances, in which I found it a year ago, and with the same claims to every aid that can be afforded to its meritorious teacher. *See* also p. 393.

Kingsbridge. 19th JULY.—*Kingsbridge* and *Dodbrooke*, B.S. (Boys 80, Girls 74, P.T. 1.) The general vigour and efficiency of the boys' school is not nearly proportionate to the virtues of its teacher, the excellence of its premises, and the zeal and liberality of its committee, through the want of more complete and vivid methods of arousing and concentrating the attention of the children; a defect which tells even upon the orthography to an extent which prevents any child being presentable for a pupil teacher. The girls' school has been completely reorganized under a newly appointed teacher, so as to have an infant section, in a small gallery, separated from the rest by a drugget curtian. This arrangement is attended with complete success, and the children are under healthy and improving training and teaching throughout, with methods which have life and vigour if they are not yet quite perfect. *See* also p. 394.

Bideford. 20th and 23rd JULY.—*Bideford*, B.S. (Boys 85, P.T. 2; Girls 72, S.M. 1.) These schools have recently changed teachers, and are in improving condition, though neither of them above the average in efficiency. In its actual condition the girls' school is in fact exceedingly low, but the present teacher has had no time as yet to make her influence felt. The tone and discipline of both schools is good, but there is a want of more pervading mental activity in both. The teachers, however, are young, and possessed of capacities and dispositions to improve them.

Dunster. 24th JULY.—*Dunster, Wesleyan.* (Boys and Girls 76, P.T. 2.) This school has been reassembled only one day from a long vacation, and yet it exhibits a sound progress in the course of the past year; the master's own methods of gallery instruction having been revised and improved; and his drafts, too, placed on a good system, except that they want properly-regulated mutual correction in their reading as well as their interrogatory exercises. The reading is moderate, spelling and arithmetic fair, and writing good, with good scripture, and fair general geography. *See* also p. 395.

Tean. 26th JULY.—*Tean*, B.S. (Boys 80, P.T. 2.) This school is maintained by the firm of John and Nathaniel Philips and Company, manufacturers, and enjoying the advantage of superintendence by the family of the resident partner, Mr. R. Philips, as well as of the incumbent, &c., besides having

an energetic master, it is one which has every claim to the reception of pupil teachers. Its discipline is good, its tone fair, and the technical progress of its top boys is remarkably sound, under the great personal exertions of the master; but the next lower classes are making only a medium progress; and the lower part of the school is decidedly backward, as well as defective in general training, partly through the want of a careful revision of their methods, and partly through the defect of agency, such as that which it is now proposed to supply by pupil teachers, and which will enable the master to give a proper training to the capacities of the younger children. App. VI. Tem.

27th July.—*Northwich, Wesleyan.* (Boys and Girls 72. P.T. 1.) This is a school situated in one of the work-places of the North, with all the usual disadvantages of parents indifferent to education; a committee too much engrossed with business to give much attention to it; premises, though good, neglected and dirty; and a master struggling against all these difficulties, with a narrow supply of materials and a large amount of native rudeness among the children. He is, however, a faithful and improving teacher, exercising a beneficial influence among them, and showing the most unaffected earnestness to improve his own attainments as well as theirs. A pupil teacher or two could be put in no better charge, and the encouragement thus offered to the school will perhaps have the effect of inducing exertion to purge away every other disadvantage under which it labours, in addition to want of aid to the master. Northwich.

31st July.—*Runcorn, Wesleyan.* (Boys and Girls 125, P.T. 3; Infants 135, P.T. 1.) These schools occupy excellent rooms, erected on a very eligible site, with the aid of a grant from their Lordships. The boys' school is one like many others of its class, in good tone and discipline, with more teaching than learning; but it will be much improved by the assistance of pupil teachers. The infant school is under a well-educated and earnest teacher, overdone with numbers, and defective in methods; but with some habits of system obtained by a training at Glasgow, and a devotion to her work, which has gained present attendance, and gives assurance of ultimate success. Runcorn.

1st August.—*Bangor*, B.S. (Boys 150, P.T. 4; Girls 130, P.T. 2.) The Bangor British schools have been erected for 200 children of each sex, with a master's house between them, on an excellent site in the suburb of Garth, given by Colonel Pennant; and having the advantage of a liberal committee, a central situation, and able teachers, they are likely to become a model for this class of schools in North Wales. They have been in operation only half a-year, but they are both in perfect organization, and making progress vigorously; the boys' school especially, which exhibits several features of originality. In this, however, there is yet wanting a more active vivification of the reading-lessons to the lower two-thirds of the school; and in the girls' school likewise a more vigilant system of mutual correction, with less noise. Bangor

2nd August.—*Llanrhyddlad*, B.S. (Boys and Girls 98, P.T. 2.) This is a school erected with aid from their Lordships, in the remotest corner of the island of Anglesey, and supported by working farmers and small tradesmen, of whom only two among themselves understand English, but who are desirous that their own children, and those of their poorer neighbours, should have the benefit of a sound English education. To this end they have employed the best master that their means would afford, long accustomed to private school keeping, but imperfectly trained to the work of a large public school. He has a large attendance, is working very hard and faithfully, and with the aid of a pupil teacher or two, will yet further improve his methods and arrangements. It is a school which, under the present circumstances of Welsh education, must be regarded as one of those entitled to the reception of this form of aid. Llanrhyddlad.

3rd August.—*Marianglâs*, B.S. (Boys and Girls, 128, P.T. 3.) This is *a mixed school, maintained* in one of the poorest and most remote parts of Marianglâs

App. VI. Marianglás. the island of Anglesey by the working farmers around; and all subscribers of 5*s.* per annum each are entitled to send a child to it. It has at present an Irish teacher, who has organized it in large monitorial classes, and is giving to the large number assembled within its walls an active course of technical instruction, wanting in better-directed efforts to make the English language intelligible, as well as easily read and correctly pronounced. The arithmetic, grammar, and geography, however, are above the average; and the buildings, erected with aid from their Lordships, are very good.

Tremadoc. 6th August.—*Tremadoc*, B.S. (Boys and Girls, 85, P.T. 1.) This school is more numerously attended than at my last visit, and is generally somewhat improved, but wants more finished methods and greater energy on the part of the teacher, who is about to retire: and the friends of the school are anxiously seeking for a successor of ability. *See* also p. 398.

Penrhyn-deu-draeth. 7th August.—*Penrhyn deu Draeth*, B.S. (Boys and Girls 54, P.T. 1.) This is a school which has been built and is chiefly maintained by Samuel Holland, Esq., a proprietor in the slate quarries, which directly and indirectly afford occupation to the greater part of the population. Its premises are rather confined, but about to be reconstructed on a new site, and its master yet retains a Welsh idiom, but is a faithful and intelligent teacher. His school, for want of assistance, shares in the common defect of want of intelligence in the lower two-thirds of its numbers, owing to the lessons in English being unvivified and purely mechanical, through want of monitors of sufficient power, and time on the part of the master, to do much in the instruction of that part of the school himself. There is a rising spirit of duty, industry, and intelligence, however, which affords very good promise.

Festiniog. 10th August.—*Festiniog Slate Quarries*, B.S. (Boys and Girls 76, P.T. 4.) This school has been removed to the solid edifice newly erected for its accommodation and the residence of its teacher, and is well organized, and pursuing throughout good methods, which are used with activity and a sense of duty, and produce a very superior intelligence in spite of the difficulties of language, which, nevertheless, entail a marked accent. *See* also p. 398.

Bryn Crug. 10th August.—*Bryn Crug, Towyn*, B.S. (Boys and Girls 54, P.T. 2.) This school exhibits all the activity, system, and energy which I found in it a year ago, but is not in higher condition, owing, perhaps, to a contemplated change of teachers and a rapid change of scholars. *See* also p. 398.

Tintwistle. 14th August.—*Tintwistle*, B.S. (Boys and Girls 85, P.T. 2.) The general tone, order, and discipline of this school are exemplary for the district, which is rather rude: it occupies excellent premises, and has the advantage of very kind and intelligent superintendence. Although the methods of its classes admit of considerable improvement, and the children therefore of being awakened to a much higher intelligence, yet a good course of technical instruction is being conveyed under influences which are good. In the general deficiency of good schools in remote manufacturing localities, this, therefore, challenges every assistance, especially as it is one which promises to improve under it. *See* also p. 407.

Burslem. 15th August.—*Burslem, Wesleyan.* (Boys 90.) This school has two young assistants under its master, and is composed of a remarkably fine body of children in good discipline, and making sound progress in some branches, as writing and arithmetic. There is likewise a general intelligence pervading the gallery-lessons, and the whole of the exercises; but the progress throughout ought to be more equable and vigorous, considering the teaching power in the school; and the want of this character in its instruction is partially traceable to the want of a little more unaffected earnestness, and partially to the deficiency of methods of which this should have suggested the use, as it has in the neighbouring Wesleyan school of Tunstall, to which I referred its teacher.

16th August.—West Bromwich, Summit Foundry. (Boys 50, Girls 70.)

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These are boys' and girls' schools, on the principles of the British and Foreign, maintained by Messrs. Kenrick. The former is in poor condition in every respect. The latter is exemplary in tone, discipline, organization, and industry, but is wanting in methods and a little more energy, which entail some weaknesses. It is a school, however, which, on account of the beneficial influences which it is exercising among a very rude population, has a claim to every aid which their Lordships can extend to it. West Bromwich.

17th August.—*Birmingham, Wesleyan.* (Boys 65, P.T. 1; Girls 60; Infants 50.) These are for boys, girls, and infants respectively, on successive floors of a large edifice in Cherry-street, which affords class-rooms to each of them, but only one very small yard for all. Considerable effort was made in the establishment of the infant school, but it is now merely a babies' nursery, managed by an agreeable but untrained young teacher, and occupied with singing, marching, and manual and *verbal* exercises. The girls' school is in very fair strength, and respectable condition throughout, but is about to lose its present governess. The boys' school was that which more expressly claimed attention, and its young certificated Glasgow master is labouring very earnestly; but its methods want revision, and the excessive mannerism of the teacher to be subdued, if its general progress is to be satisfactory, or commensurate with his own ability and the earnestness of the Committee. Birmingham.

27th August.—*Gravesend, Wesleyan* (Boys and Girls, about 100, P.T. 1.) This is a mixed school, in good tone and moderate discipline, with fair instruction in the top class, but wants a revision of methods to give it more pervading activity beyond the range of the master's personal exertions. Gravesend.

29th August. — *Leipsic-road, Camberwell.* B.S. (Boys, 170, P.T. 2.) This has a certificated master of superior energy, whose school is in high discipline and active operation, and is improving in tone and general efficiency, under the superintendence of a zealous committee. The spelling is better than the reading, or exactitude of intelligence, through the want of methods by which a vivid attention may entirely take the place of all excess of noise; the writing is excellent, the arithmetic good, and the grammar and geography fair. There is a general intelligence, too, cultivated among even the lower half of the school, by collective lessons in the gallery. The school, therefore, is a very respectable one, but admits of a yet higher efficiency as a training institution, especially for the younger children, and the force acquired by the apprenticeship of a few pupil teachers will enable the master to attain to it. Leipsic-road, Camberwell.

29th August.—*Kensington Gore Infant School.* (25.) The room has been improved by the erection of a small gallery, and of a movable partition to divide it in two: but the attendance is greatly reduced by the erection of some Church schools in the immediate vicinity, and its resources by the decease of kind and powerful patrons, zealous for the reformation of a very destitute locality, in which it exercised for many years a sort of ragged-school mission. It is now in very feeble condition. Kensington Gore.

30th August.—*Haggerstone Infant School.* (About 100.) This has increased in numbers since the date of my last visit, and has experienced some improvements; but is still under the same teacher, and the instruction in it is of the same merely verbal character. Haggerstone.

30th August.—*Anne's-place, Infant School, Hackney-road.* (120.) This school has recently changed teachers, and has only just been reorganized, but its condition shows a vigorous spirit and fair training on the part of its young mistress which insures her success, though improvements of method are requisite in the little reading classes, and in the order with which instructions ought to be obeyed, without the children being handled. Hackney-road.

4th September.—*Clapham,* B S. (Boys 160, Girls 95.) The boys' school is in complete and judicious organization, in sections for collective instruction by the master and two young paid pupils, subdivided into drafts for the more technical labours, in which monitors also take part. The Clapham.

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Clapham. general tone and progress of the school is good, though the lower end of it did not appear to the advantage which such an organization would promise, through the defective methods of the weaker agents to whom it is chiefly intrusted. It is contemplated to raise the higher class to 6*d.* per week, and this further distinction of payment among the children will throw a yet stronger moral influence against the lower part of the school. The instruction received by the upper boys is undoubtedly worth more; but thus supported as a public school, for the sake of its influence upon the general mass of the population, any diversion of its powers into the ordinary channels of a private school, giving its strength simply to those who can pay best for it, is to that extent a relinquishment of its mission. The girls' school is also in good organization, the upper part monitorial, and the lower forming an infant section under a paid assistant. In its top class, where the good energies of its teacher can be felt, are some well-instructed girls; but the universal habit of the school being noisy simultaneous answering in one set of exercises, alternated with slow individual instruction in another, the general texture of the instruction is verbal and unsound, with a necessary tendency to the supercilious.

Hart-street, Covent Garden. 5th SEPTEMBER.—*Hart-street, Covent Garden*, B S. (Mixed 150.) The boys' and girls' British schools are at present entirely closed. The infant school is in much the same state in which I found it at the date of my last visit, except that its numbers are increased by the master now admitting children of both sexes above the age to which he was formerly limited, and teaching them somewhat on the plan of a British school. The whole forms an assemblage, the arrangements and instruction of which are not without some merits; but it is in every respect behind the present state of instruction in the first class of schools, whether for boys, girls, or infants; and this institution, therefore, can at present claim, in no respect, the position which it once held.

Great Queen-street. 6th SEPTEMBER.—*Great Queen-street, Wesleyan.* (Boys 120, P.T. 3; Girls 80, P.T. 2.) The boys' school has a teacher of sufficient instruction, and of high character, with well-organized classes and good methods; but they want more of order and neatness, both in methods and material arrangements, to which the too confined space which they occupy is certainly not conducive. The girls' school is in almost every respect a counterpart of the boys', though relatively somewhat weaker. *See* also p. 409.

Windsor. 7th SEPTEMBER.—*Windsor*, B.S. (Boys and Girls.) The boys' school is in good organization, fair discipline, and satisfactory tone, and the children at the top of it are thoroughly well instructed; but the methods want a revision, to give greater activity and consistency of progress to the classes throughout. The girls' school, much reduced in numbers, is a counterpart of the boys' in its excellencies and defects. Both have resources for a very satisfactory progress, and their committee will probably apply for the pupil-teachers whom the master and mistress are well qualified to receive.

Erdington. 19th SEPTEMBER.—*Erdington*, B.S. (Boys and Girls.) This is still a mixed school, but now under the instruction of a trained master, aided by his sister in the management of the girls and little ones. I saw it under the unfavourable circumstances of a village fête day, but sufficiently well to show that its general tone is amiable, and that the singular intelligence, amounting almost to judgment, which characterises a few of the female children, and the general dulness which pervades the rest, arise, the former from external aid rendered by ladies, perhaps in the Sunday-school, and the latter from the want of vigour and method in the master equal to his general intelligence.

Coventry. 20th SEPTEMBER.—*Coventry*, B.S. (Boys 92, Girls 60, Infants 100.) The boys' school is in weak condition, for though its general view is to cultivate a high and practical intelligence, its methods and spirit are not calculated to attain any such result, but only a considerable though inexact

intelligence among a few top boys, and a general weakness and backwardness in the body of the school, in which simultaneous answering to mechanical questioning fails to preserve any simultaneity of progress, a defect which is not redeemed by any superiority in the slow individual instruction with which it is alternated, as in the arithmetic and writing, both of which require a more zealous attention from the teacher. The girls' school has an intelligent young teacher, whose defective organization and methods tend, however, to the same result, of a few clever, with a great number of backward children. The infant school, supported by Joseph Cash, Esq., is a very healthful and intelligent nursery, notwithstanding its humble appearance and pretensions, and is relatively the best school of the three. APP. VI. Coventry.

21st SEPTEMBER.—*South Islington* and *Pentonville*. B S. (Boys, 270, P.T. 6; Girls, 100, P.T. 3; Infants, 70, P.T. 2.) The boys' school has made satisfactory progress in the completion of its organization and methods, and, without the display of any remarkable power, is a model of satisfactory tone, discipline, and advancement as a whole, its instruction being alternately in collective sections and monitorial drafts; according to the less or more technical character of the instruction to be conveyed. The fees are such that the children of the mere labourer can scarcely frequent these schools, nor indeed are there many such children in the immediate neighbourhood, and those who frequent it are, therefore, rather of the humbler middle classes. Their general appearance, behaviour, and discipline is exceedingly satisfactory. The girls' school has made the like steady advances, and the infant school experiences the benefit of the skilled assistance afforded by the pupil-teachers, and shows some special improvement in the exercises on colours, with a view to awakening a taste for their assortment. The whole group, without any point worthy of special exhibition, is a monument of useful and satisfactory progress, apparently diffusing influences of the best kind. *See* also p. 402. South Islington.

28th SEPTEMBER.—*Chichester*, B.S. (Boys 200, P.T. 6; Girls 90, P.T. 2.) The boys' school exhibits the same completeness of organization and activity of methods which it did a year ago, but the classes require working with more neatness and care, so as to insure that the answers given by one are really understood by all; and this would tend much to remove certain rudenesses and inaccuracies which attend the general progress. The girls' school has entered upon its new premises, which are quite perfect in neatness and airyness. Its organization and purposes are good, and its tone excellent, but its methods want revision and carrying out with more energy. *See* also p. 404. Chichester.

27th SEPTEMBER.—*Ryde, Isle of Wight*. (Boys 150, Girls 90.) The British Schools at this place, into which I obtained but a hasty and unadvertised glance, appear to be in much the same state as at the date of my last visit; the boys' school certainly not much improved, if I may judge from the continuous disorder in its reading classes during my brief stay; but its writing is remarkably good. The girls' school presented a more favourable aspect. Ryde, Isle of Wight.

29th SEPTEMBER.—*Bedminster*. B.S. (Boys, 150, P.T. 4; Girls, 110, P.T. 3.) The boys' school, since my last visit, has been completely reconstructed in drafts, variously combined into sections, for collective teaching, and is making a vigorous progress throughout, in improved tone, and under good methods, except for the excess of noise, which is still permitted, though the school-room is one peculiarly adapted to propagate it. The girls' school has undergone less alteration, and is much incommoded by the noise from the boys' side of the great room of which it occupies the other half. It is in average condition, but its writing and arithmetic ought to be better with the means now available to its teacher. The school-room wants dividing in two, at least, by a drugget curtain, and each part should then have its separate teacher's desk, and much *freer upward ventilation*. *See* also pp. 395, 401. Bedminster.

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Wantage.

8th OCTOBER.—*Wantage, Wesleyan.* (Boys and Girls, 85, P.T. 2.) The organization of this school consists of a very judicious combination of suitable features of the Glasgow and British systems, and its methods being equally complete, with a superior zeal and tone pervading every class, it is a thoroughly good working school, though it has no features of peculiar display, and its teacher will have to work hard to bring his attainments up to the standard of his aptitude for teaching.

Abbey-street, Bethnal-green.

5th NOVEMBER.—*Abbey-street, Bethnal-green,* B.S. (Boys 500, P.T. 10; Girls 160, P.T. 3; Infants 220.) The boys' school has made a progress in moral tone and higher discipline during the past year equal to that which it made during the preceding in working spirit:—a certain distraction in the classes, and their exercises, which formerly detracted from the effect of their mechanical excellency, being now superseded by the composure of concentrated effort, under arrangements which do much for the "training" as well as the "instruction" of the children. This improvement is in some measure attributable to the use of pupil-teachers, although, during the past year, there have been only five in constant employment; but with these have been associated as many assistants, who are candidates, now claiming admission to apprenticeship, and their agency has rendered practicable a very beneficial change in the organization of the school, by which its several classes, instead of being reconstructed for each principal exercise, remain with some degree of permanency in the charge of a pupil-teacher and assistant in all their exercises. This causes the classification for each separate exercise to be less complete, because each child's place is dictated by a general rather than a special estimate of his progress; but in each exercise he takes place in the class according to his ability, not *per saltum*, but by taking only one place at a time. The advantage of having a permanent relationship between the children and the pupil-teachers, who thus come to have a sense of personal interest in, and responsibility for, their general progress and demeanour, would be worthy even of much greater technical sacrifices if it were requisite to make them; for, without any extraordinary effort or unusual advantages, it has here effected an entire change in the spirit of the school.

Under each pupil teacher and assistant there is yet preserved a class of monitors for the subdivision into reading-drafts, while the master's eye, to keep "all always employed," is never wanting. Thus the large school room, with its 300 in average attendance, now forms practically four classes the two lowest of the former five having been united), each under a pupil-teacher, and each divided into two half-classes, of which a candidate takes one, and these again subdivided into reading-drafts at one time, or united for collective lessons at another, or seated in their desks for writing and arithmetic at another. Both of these are conducted by well-graduated exercises, and the latter on an excellent plan, with cards, and a key in the hands of the assistant or junior pupil-teacher, while the senior, as in the writing, circulates from one to another of those who are unable to keep pace, and therefore demand more special instruction. This principle, indeed, of directing special care to the backward, and bringing them well up to their proper place in the school, according to their general attainments, appears now to occupy its due place, and gives a wholeness to the children's progress which is eminently healthy, and, combined with high discipline, great cheerfulness, and an evident relish for their little school ditties, sung by ear, tends very much to raise the body of the institution as one of education in its best sense. The greatest remaining defect is the too extensive prevalence of indiscriminate answering wherever there is collective instruction, entailing an incorrectness in matters of information and logical distinction, as in grammar and geography, which a continuation of the like methods leaves uneradicated even from the *highest classes*, in mortifying contrast with the equable vigour of their *general instruction*.

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Abbey-street, Bethnal-green.

The girls' school has now a teacher of ability, who, during the brief period that she has held it, has completely reorganized its classes, and put them into efficient operation with the best methods. It has heretofore enjoyed the service of only one pupil-teacher, but two more should now be added from among its candidates; and when the instruction of its lowest section shall have received a few hints from a good infant school, it will rapidly become an exemplary institution. The qualities which are yet wanting in it will best be supplied by instituting an intimate connexion between it and the infant school for that which has heretofore subsisted between the latter and the boys' school; a change towards which some progress has already been made by substituting monitors from the girls' instead of the boys' school to teach the infant reading-classes, and one which is essential if the pupil-teacher system is to be extended to the infant school, as is very judiciously proposed by its patrons, who see in it the source of great advantage to the little people themselves, to the young persons to be brought up in it, and to a public anxious to obtain skilled service of the kind which these will be enabled to supply. It is not thought judicious here, any more than elsewhere, to put youths apprentice to the infant school, however advisable it may be found by male teachers of more advanced age to seek a training in infant instruction; and if female apprentices are to be placed in the school, they must have a skilled as well as a responsible female teacher over them, while at present the general management rests with the master of the boys' school, and, subordinately, with a very respectable matron, of imperfect training, and one or two assistants, instructed to the best of her ability. The improvement which is observable in this school in organization, tone, discipline, and even instruction, is not less creditable to the inventive energy of the master than the matronly judgment of the mistress; but still it is no model of infant management for general imitation, to rival a good school on the plan of the Home and Colonial Society, nor can it hope to be such; while on the other hand, the employment of a responsible and trained female teacher is essential to its reception of pupil-teachers under a proper apprenticeship. If the teacher of the infant school were a person of sufficient energy, and well skilled in the practical management of a large infant school on the most approved plans and methods of the Home and Colonial Society, it might not, perhaps, be necessary to demand of her to perform the work of education for her pupil-teachers, beyond that in school management, so long as there is a teacher of the girls' school well qualified to take them into her pupil-teacher's class. For even though the teachers of both infants' and girls' schools were well qualified to educate their pupil-teachers, it would be advisable to regard the two schools as one for their training to the labour of instruction, each serving a part of her time in the girls' and a part in the infants' school, though her course of general education should all be under one and the same teacher. They might all, for instance, serve for a year at the commencement, and two half-years towards the end of their term, in the infant school, and this continuously, rather than in shorter periods, or their habits will never be properly moulded to the nominally humbler, but really higher work of the infant school. These, however, are details best settled by the committee, on consideration of the circumstances; but by this means a very high class of teachers will be raised, as in other schools where the like arrangement already subsists. There are now two candidates in the girls' school qualified for apprenticeship, in addition to those already mentioned for its special service; and it will perhaps be advisable to apprentice them to the teacher of the girls' school, but with a special understanding that they are all for the service of both schools. *See* also p. 401.

Brighton, Upper Edward-street.

8th November.—*Brighton, Upper Edward-street.* (Boys 145, P.T. 2; Girls 65; Infants 55.) The boys' school has made a fair year's progress since the date of my last visit, with revised methods, and the increased

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Brighton, Upper Edward-street.

strength supplied by its pupil-teachers, causing an increase of 50 per cent. in its numbers. It is not yet, however, in a condition consistent with the attainments of its teacher, after allowing for the very irregular attendance which always characterizes the popular schools of a watering-place. It has abundant activity, but wants more gentle earnestness of tone, and greater accuracy in all its proceedings, which only the personal and devoted exertion of its teacher can supply. To this end he should endeavour to use his collective Scripture lessons, in lieu of delegating the duty of giving them entirely to his young pupil-teachers, and more carefully revise the results of all the labours of his subordinate agents with an eye to yet more than *technical* progress. The girls' school has a new teacher, of devoted earnestness and matronly character, to whom the infants also are given in charge. The general result is a mixed infants and girls' school of great integrity and excellent tone, but defective skill and limited vigour. *See* also p. 405.

Brighton Union.

9th November.—*Brighton Union*, B.S. (Boys 133; Girls 100.) This is a good school in organization, discipline, methods, and progress, with a spirit of system carried almost to a fault, and yet it has but deficient means and comparatively deficient numbers, under the rivalry of neighbouring schools which accept their Lordships' grants, and of one that has old reputation rather than modern efficiency to recommend it. The girls' school has just been reorganized under a newly appointed teacher, under whom it is in good order and discipline, but who has not yet had time to raise it above the humble state in which I formerly found it.

Brighton, North-lane.

10th November.—*Brighton, North-lane*, B.S.—(Boys 300; Girls 150.) This school exhibits still more forcibly the same character which I had to describe in it a year and a-half ago. It is one of the few great old schools in which noisy simultaneous repetition alternates with slow individual instruction by unskilled monitors; and a really untrained mass is held together by occasional acts of exact mechanical obedience to a master of singular nervous energy and little judgment; the cleverness of a few top boys in mental calculations, and in the copying of maps and engravings, pleasing the subscribers, as the teacher's personal manners please the children and their parents. In general condition, however, this ranks rather as a ragged school than with modern British schools, and, as a "training" institution, is being surpassed by the best even of those. The girls' school is much superior in tone and description, but is still using too much of the same imperfect methods, with the superficial appearance of progress which always accompanies them.

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Appendix VII.—Occupations of the Children—*continued.*

Name of School.	Number of Children present at Examination.	Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
Brought forward .	2171	537	708	529	147	1121	375	37	1080	..	163	593	484	310	155	140	719	585	75	84	325	8	31	..	..
Camberwell, Crawford-street . . .	233	14	101	18	51	113	120	36	120	..	49	41	45	34	22	36	150	150	..	80	70	..	8	..	..
Bristol, Red-cross-street	215	40	90	75	55	..	120	..	200	..	..	70	80	50	20	30	150	100	..	30	50	..	12	..	..
Tiverton	135	..	100	25	25	..	50	..	150	..	..	41	40	40	20	9	150	150	..	70	20	..	20	..	..
Constantine . . .	60	10	24	18	8	..	20	..	40	..	20	15	12	18	15	10	30	30	..	..	..	..	2	..	..
Camborne . . .	85	30	50	12	8	45	..	..	40	..	..	12	..	12	3	2	20	20	..	..	..	..	..	..	..
Liskeard	140	20	40	50	20	40	75	..	100	..	40	10	20	20	12	15	80	58	20	..	5	..	10	..	..
Plymouth . . .	325	55	70	300	200	70	160	50	200	40	50	36	40	112	60	35	100	50	50	20	25	25	16	3	..
Devonport, Royal Naval	119	45	72	25	..	122	..	..	20	..	19	2	19	3	..	1	25	25	..	..	..	..	..	..	..
Bristol, Lewin's-mead	98	16	46	24	36	30	30	36	60	20	..	45	..	30	..	21	66	36	36	21	8	4	..	..	..
Exeter (Wesleyan) .	115	27	15	27	42	28	20	..	67	..	14	16	6	16	13	8	65	26	16	50	65	7	..	..	..
Bristol (Friends) .	298	50	201	20	20	150	120	..	150	..	..	80	80	50	12	5	200	200	200	..	..	..	..	..	..
Spitalfields, Wood-street	164	39	56	63	36	79	35	27	85	7	45	40	15	12	12	4	71	71	37	37	..	..	..	..	..
Hackney-road . .	180	40	32	74	50	72	70	..	70	..	20	24	8	15	6	2	55	55	21	..	..	..	1	..	..
Marylebone (Presbyterian)	75	19	22	26	50	19	12	12	50	12	16	16	13	9	11	4	19	26	24	..	5	..	2	..	..
Brentford . . .	131	42	36	36	50	67	..	..	63	40	42	36	14	16	14	6	92	16	26	63	16	6	12	11	..
Lambeth (Wesleyan)	258	53	72	213	175	120	135	..	180	..	180	165	121	65	43	11	96	75	..	66	180	..	..	..	..
Burton-on-Trent . .	125	37	35	60	60	90	36	25	62	..	..	90	90	33	17	12	50	55	30	..	..	..	..	2	..
Mold	110	36	34	45	45	53	19	19	66	..	16	22	8	9	9	4	47	47	6	6	..	1	5	6	..
Ruthin	80	15	17	39	22	26	25	..	30	..	14	12	5	23	9	4	30	25	..	..	6	2	2	..	..
Limehouse (Wesleyan)	130	45	39	58	40	34	..	20	96	12	22	64	30	20	13	12	82	46	46	..	13	6	7	8	..
Alton	129	10	23	64	45	48	51	23	94	..	33	20	14	32	22	21	64	45	45	64	23	21	..	21	..
Blackwood . . .	75	15	32	18	10	45	..	..	30	..	..	7	10	12	7	1	6	15	..	..	..	..	..	..	..

Appendix VII.—Occupations of the Children—*continued.*

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
II.—BOYS' SCHOOLS ON THE GLASGOW TRAINING SYSTEM.																									
Cardiff (Wesleyan)	50	15	25	60	40	20	40	20	50	..	10	10	11	10	30	30	60	39	49	..	8	..	20	..	..
Burslem (Wesleyan)	80	16	24	62	62	20	12	..	35	20	14	26	14	10	8	12	40	30	12	30	12	5	5	5	..
Birmingham (Wesleyan)	55	17	30	18	18	36	10	..	39	..	10	29	8	10	2	..	55	20	20	32	8	..	..	..	..
3—Total	185	48	79	140	120	76	62	20	123	20	34	65	33	30	40	42	155	89	81	62	28	5	25	5	
Average	62	16	26	47	40	25	21	7	42	7	11	22	11	10	13	14	52	30	27	21	9	2	8	2	
III.—GIRLS' BRITISH SCHOOLS.																									
London, Broad-street	67	21	29	9	8	37	20	..	30	..	..	12	25	12	4	..	20	20	..	..	..	67*	..†	..‡	..
Brighton Union	85	21	20	24	8	20	..	..	70	..	..	30	10	12	..	..	..	20	..	..	..	85	..	..	..
Brighton, North-lane	121	24	63	24	11	59	..	..	62	..	..	20	23	17	..	..	37	..	..	..	..	121	..	..	..
Hastings	41	10	24	7	..	13	12	..	28	..	..	12	14	14	..	..	12	6	..	..	..	41	..	..	..
Folkestone	79	16	44	29	..	59	..	..	20	..	..	16	20	10	..	..	..	..	..	..	..	79	..	..	..
Dover	43	10	15	12	6	23	..	..	20	..	..	6	12	..	..	..	12	..	..	..	..	43	..	..	..
Brighton, Upper Edward-street	71	30	12	12	6	35	6	..	36	..	..	14	22	..	..	..	20	12	..	..	..	71	..	..	..
Camberwell, Crawford-street	115	20	35	33	12	55	24	..	60	..	..	20	20	20	4	..	40	40	..	..	..	115	..	..	..
Bristol, Red-cross-street	128	35	50	20	20	58	70	..	70	..	..	30	40	23	12	..	50	50	..	50	..	128	..	..	..
Tiverton	125	..	30	70	25	40	40	..	85	..	..	35	46	40	6	..	125	125	20	35	..	125	..	..	..
[illegible]	72	10	40	40	10	42	4	..	30	..	..	25	20	16	4	..	100	100	..	..	..	72	..	..	..

Constantine	46	12	18	12	4	40	6	..	6	..	23	12	8	10	2	20	20	12				46	..	..	..
Falmouth	40	15	23	30	10	..	6	..	40	..		12	12	15			34	20		5		40	..	..	..
Liskeard	49	16	22	6	2	37	..	..	12	..		2	7	5			..					49	..	..	..
Stoke Damerel	44	12	12	20	4	12	12	..	38	..		35	12	2			13	3				50	1	12	..
Devonport, Royal Naval	92	20	57	20	9	89	17	..	17	..		40	2	..			24	24				106	6	..	..
Bristol, Lewin's-mead	84	21	28	..	35	23	15		55	0	2	2	21	12	9		35	2	23	2		84	20	20	..
Pile	86	6	74	10	10	53	..		4			79	..	16	..	..	21			2		95	..	..	..
Exeter (Wesleyan)	80	17	24	60	38	40	25		40		3	38	..	..			30	40	20			70	..	..	..
Brentford	125	51	22	77	77	69	30	6	58	6	20	36	20	30	8	2	70	29	29			145	29	29	..
Lambeth (Wesleyan)	200	42	80	117	78	69	100	5	13	5	2	40	25	50	4		131	131	35		2	200	..	..	..
Burton-on-Trent	60	35	30	25	25	35	9		25		8	8	18	22			25	25	..			30	..	..	..
Mold	105	31	30	16	33	64	33		46		8	8	..	12	3		70	70	33	3		100	28	..	..
Birmingham Industrial (Unitarian)	50	12	12	24	24	44	22		30		9	22	9	4			24	24	..			74	..	..	..
Mortlake	30	8	8	14	..	16	..		4			8	8	4			14					..	..	25	..
Limehouse (Wesleyan)	70	20	15	35	..	36	24		35	..	18	30	10	12			20	20	20			70	12	..	..
Thatcham	112	58	40	4	30	96	30	2	63	12	30	60	50	8			40	26	2			82	12	..	..
Cardiff (Wesleyan)	40	18	8	42	28	12	25	20	32	..	30	2	6	8	3		40	24	28			50	..	..	..
Hafod	157	64	40	112	63	119	48	7	91	..	35	13	38	7	3		34		38			157	36	..	..
Swansea	130	58	46	74	56	50	30		45	10	20	18	16	16	2		40	30	30			100	20	..	..
Pembroke Dock	130	21	20	90	90	24	60		52	..	24	24	12	48	5		48	48				100*	12†	..‡	..
Tewkesbury	72	14	18	40	..	30	12		24	..	10	10	8	20	..		20	8	20			70	..	..	..
Evesham	70	16	16	66	38	38	20		32	10	20	20	4	6	5		30	30	20	..	..	68	3	..	..
Alton	71	20	20	20	10	34	50		36	..	12	20	5	5			44	20				70	..	..	..
Beechwood	48	1	15	20	11	25	16	6	22	8	10	8	6	19			30	23		18		48	10	..	..
Faversham	92	15	50	49	49	32	..	..	60	..	20	9	14	10			60	60	20			114	..	..	..
Melksham	55	..	34	26	20	44	16	..	15	..	..	20	13	12			..	..	0			55	..	..	..
Taunton	90	37	20	26	20	60	..	..	30	..	30	20	..	..			20	12				66	..	..	..
Kingsbridge and Dodbrooke	50	27	24	42	16	19	..	..	25	..	5	2	4	22	3		42	36	36			50	2	..	..
Bideford	60	30	20	32	23	52	7	..	30	..	9	12	7	7			16	12	..			50	6	..	..
Bangor	135	20	40	53	61	130	44	18	50	15	40	30	12	6	2		30	30	20	40	..	100	15	53	..
Broomwich, West, Summit Foundry	65	7	12	..	56	35	14	..	40	..	..	43	15	13	4	..	65	65	20	..	..	65	65	..	..
Clapham, B. S.	98	33	8	50	40	58	33	..	40	..	40	30	29	18	..	..	50	23	42	22	..	90	2	60	..
Carried forward	3583	954	1248	1492	1066	1931	880	94	1792	86	477	1032	643	583	85	22	1556	1239	482	216	12	3451	279	199	

* Sewing or Knitting. † Cutting out and making Clothes. ‡ Household work.

Appendix VII.—Occupation of the Children—*continued.*

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading.				Number of Children Writing.					Number of Children learning Arithmetic.						Number of Children learning other Subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Substraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
Brought forward .	3583	954	1248	1492	1056	1931	880	94	1792	86	477	1032	643	583	85	22	1556	1239	482	216	12	3451	279	199	..
London, Great Queen-street (Wesleyan) .	78	35	30	55	..	60	45	..	60	2	30	50	..	2	..	..	45	45	45	..	..	80	..	..	..
Windsor	57	18	15	24	24	41	..	..	16	..	14	10	1	..	..	..	12	..	..	..	..	50	..	20	..
Islington Society and Pentonville . .	80	..	31	117	86	37	..	..	80	..	23	28	3	60	3	..	117	117	20	117	..	117	..	..	..
Chichester . . .	90	30	36	46	50	26	23	4	36	4	18	39	12	16	2	..	58	39	16	..	..	90	3	2	..
Bedminster . . .	100	44	34	70	50	54	30	16	56	..	..	45	11	18	5	..	68	52	18	30	20	110	..	..	..
Abbey-street, Bethnal-green	150	55	57	126	98	84	125	..	125	8	58	42	31	14	2	..	126	126	57	5	47	209	7	..	..
Union Schools, Brighton	100	35	11	25	..	30	16	..	30	..	16	16	18	..	..	..	12	12	..	..	..	40	..	..	..
North-lane, Brighton	160	51	22	100	50	..	..	..	60	..	40	40	..	..	..	..	60	60	..	..	..	150	..	..	..
51—Total . .	4398	1225	1484	2053	1424	2263	1119	114	2255	100	676	1302	719	693	97	22	2054	1690	638	368	79	4297	289	221	
Average . . .	86	24	29	40	28	44	22	2	44	2	13	26	14	14	2	..	40	33	13	7	2	84	6	4	
IV.—MIXED SCHOOLS ON THE GLASGOW TRAINING SYSTEM.																									
Bromwich, West, Hill Top	110	20	60	40	..	..	..	..	110	25	30	..	46	28	12	12	120	50	..	..	..	..	..	..	..
Belper	70	7	25	32	24	30	34	..	44	..	12	22	10	10	10	..	80	20	80	80	80	..	..	..	..
Tunstall	104	..	24	38	15	33	..	..	71	16	..	36	10	10	15	15	40	30	..	..	..	..	20	..	..
Middlewich . . .	65	19	20	20	6	35	30	..	30	..	..	1	11	15	..	1	25	25	..	12	..	..	..	..	..

| | | |

App. VI.

Wantage.

8th October.—*Wantage, Wesleyan.* (Boys and Girls, 85, P.T. 2.) The organization of this school consists of a very judicious combination of suitable features of the Glasgow and British systems, and its methods being equally complete, with a superior zeal and tone pervading every class, it is a thoroughly good working school, though it has no features of peculiar display, and its teacher will have to work hard to bring his attainments up to the standard of his aptitude for teaching.

Abbey-street, Bethnal-green.

5th November.—*Abbey-street, Bethnal-green.* B.S. (Boys 500, P.T. 10; Girls 160, P.T. 3; Infants 220.) The boys' school has made a progress in moral tone and higher discipline during the past year equal to that which it made during the preceding in working spirit:—a certain distraction in the classes, and their exercises, which formerly detracted from the effect of their mechanical excellency, being now superseded by the composure of concentrated effort, under arrangements which do much for the "training" as well as the "instruction" of the children. This improvement is in some measure attributable to the use of pupil-teachers, although, during the past year, there have been only five in constant employment; but with these have been associated as many assistants, who are candidates, now claiming admission to apprenticeship, and their agency has rendered practicable a very beneficial change in the organization of the school, by which its several classes, instead of being reconstructed for each principal exercise, remain with some degree of permanency in the charge of a pupil-teacher and assistant in all their exercises. This causes the classification for each separate exercise to be less complete, because each child's place is dictated by a general rather than a special estimate of his progress; but in each exercise he takes place in the class according to his ability, not *per saltum*, but by taking only one place at a time. The advantage of having a permanent relationship between the children and the pupil-teachers, who thus come to have a sense of personal interest in, and responsibility for, their general progress and demeanour, would be worthy even of much greater technical sacrifices if it were requisite to make them; for, without any extraordinary effort or unusual advantages, it has here effected an entire change in the spirit of the school.

Under each pupil teacher and assistant there is yet preserved a class of monitors for the subdivision into reading-drafts, while the master's eye, to keep "all always employed," is never wanting. Thus the large school room, with its 300 in average attendance, now forms practically four classes the two lowest of the former five having been united), each under a pupil-teacher, and each divided into two half-classes, of which a candidate takes one, and these again subdivided into reading-drafts at one time, or united for collective lessons at another, or seated in their desks for writing and arithmetic at another. Both of these are conducted by well-graduated exercises, and the latter on an excellent plan, with cards, and a key in the hands of the assistant or junior pupil-teacher, while the senior, as in the writing, circulates from one to another of those who are unable to keep pace, and therefore demand more special instruction. This principle, indeed, of directing special care to the backward, and bringing them well up to their proper place in the school, according to their general attainments, appears now to occupy its due place, and gives a wholeness to the children's progress which is eminently healthy, and, combined with high discipline, great cheerfulness, and an evident relish for their little school ditties, sung by ear, tends very much to raise the body of the institution as one of education in its best sense. The greatest remaining defect is the too extensive prevalence of indiscriminate answering wherever there is collective instruction, entailing an incorrectness in matters of information and logical distinction, as in grammar and geography, which a continuation of the like methods leaves uneradicated even from the *highest classes*, in mortifying contrast with the equable vigour of their *general instruction*.

Abbey-street, Bethnal-green.

The girls' school has now a teacher of ability, who, during the brief period that she has held it, has completely reorganized its classes, and put them into efficient operation with the best methods. It has heretofore enjoyed the service of only one pupil-teacher, but two more should now be added from among its candidates; and when the instruction of its lowest section shall have received a few hints from a good infant school, it will rapidly become an exemplary institution. The qualities which are yet wanting in it will best be supplied by instituting an intimate connexion between it and the infant school for that which has heretofore subsisted between the latter and the boys' school; a change towards which some progress has already been made by substituting monitors from the girls' instead of the boys' school to teach the infant reading-classes, and one which is essential if the pupil-teacher system is to be extended to the infant school, as is very judiciously proposed by its patrons, who see in it the source of great advantage to the little people themselves, to the young persons to be brought up in it, and to a public anxious to obtain skilled service of the kind which these will be enabled to supply. It is not thought judicious here, any more than elsewhere, to put youths apprentice to the infant school, however advisable it may be found by male teachers of more advanced age to seek a training in infant instruction; and if female apprentices are to be placed in the school, they must have a skilled as well as a responsible female teacher over them, while at present the general management rests with the master of the boys' school, and, subordinately, with a very respectable matron, of imperfect training, and one or two assistants, instructed to the best of her ability. The improvement which is observable in this school in organization, tone, discipline, and even instruction, is not less creditable to the inventive energy of the master than the matronly judgment of the mistress; but still it is no model of infant management for general imitation, to rival a good school on the plan of the Home and Colonial Society, nor can it hope to be such; while on the other hand, the employment of a responsible and trained female teacher is essential to its reception of pupil-teachers under a proper apprenticeship. If the teacher of the infant school were a person of sufficient energy, and well skilled in the practical management of a large infant school on the most approved plans and methods of the Home and Colonial Society, it might not, perhaps, be necessary to demand of her to perform the work of education for her pupil-teachers, beyond that in school management, so long as there is a teacher of the girls' school well qualified to take them into her pupil-teacher's class. For even though the teachers of both infants' and girls' schools were well qualified to educate their pupil-teachers, it would be advisable to regard the two schools as one for their training to the labour of instruction, each serving a part of her time in the girls' and a part in the infants' school, though her course of general education should all be under one and the same teacher. They might all, for instance, serve for a year at the commencement, and two half-years towards the end of their term, in the infant school, and this continuously, rather than in shorter periods, or their habits will never be properly moulded to the nominally humbler, but really higher work of the infant school. These, however, are details best settled by the committee, on consideration of the circumstances; but by this means a very high class of teachers will be raised, as in other schools where the like arrangement already subsists. There are now two candidates in the girls' school qualified for apprenticeship, in addition to those already mentioned for its special service; and it will perhaps be advisable to apprentice them to the teacher of the girls' school, but with a special understanding that they are all for the service of both schools. *See* also p. 401.

Brighton, Upper Edward-street.

8th NOVEMBER.—*Brighton, Upper Edward-street.* (Boys 145, P.T. 2; Girls 65; Infants 55.) The boys' school has made a fair year's progress since the date of my last visit, with revised methods, and the increased

APP. VI.

Brighton, Upper Edward-street.

strength supplied by its pupil-teachers, causing an increase of 50 per cent. in its numbers. It is not yet, however, in a condition consistent with the attainments of its teacher, after allowing for the very irregular attendance which always characterizes the popular schools of a watering-place. It has abundant activity, but wants more gentle earnestness of tone, and greater accuracy in all its proceedings, which only the personal and devoted exertion of its teacher can supply. To this end he should endeavour to use his collective Scripture lessons, in lieu of delegating the duty of giving them entirely to his young pupil-teachers, and more carefully revise the results of all the labours of his subordinate agents with an eye to yet more than *technical* progress. The girls' school has a new teacher, of devoted earnestness and matronly character, to whom the infants also are given in charge. The general result is a mixed infants and girls' school of great integrity and excellent tone, but defective skill and limited vigour. *See* also p. 405.

Brighton Union.

9th NOVEMBER.—*Brighton Union*, B.S. (Boys 133; Girls 100.) This is a good school in organization, discipline, methods, and progress, with a spirit of system carried almost to a fault, and yet it has but deficient means and comparatively deficient numbers, under the rivalry of neighbouring schools which accept their Lordships' grants, and of one that has old reputation rather than modern efficiency to recommend it. The girls' school has just been reorganized under a newly appointed teacher, under whom it is in good order and discipline, but who has not yet had time to raise it above the humble state in which I formerly found it.

Brighton, North-lane.

10th NOVEMBER.—*Brighton, North-lane*, B.S.—(Boys 300; Girls 150.) This school exhibits still more forcibly the same character which I had to describe in it a year and a-half ago. It is one of the few great old schools in which noisy simultaneous repetition alternates with slow individual instruction by unskilled monitors; and a really untrained mass is held together by occasional acts of exact mechanical obedience to a master of singular nervous energy and little judgment; the cleverness of a few top boys in mental calculations, and in the copying of maps and engravings, pleasing the subscribers, as the teacher's personal manners please the children and their parents. In general condition, however, this ranks rather as a ragged school than with modern British schools, and, as a "training" institution, is being surpassed by the best even of those. The girls' school is much superior in tone and description, but is still using too much of the same imperfect methods, with the superficial appearance of progress which always accompanies them.

Appendix VII.

OCCUPATIONS OF THE CHILDREN IN SCHOOL.

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
1.—BOYS' BRITISH SCHOOLS.																									
Ryde (I. W.)	150	38	50	14	..	71	..	..	70	..	..	40	..	20	30	50	40	40	..	..	40	..	..	..	..
Wokingham	58	35	12	9	..	28	..	..	30	..	..	40	..	14	6	1	9	9	9	..	7	..	..	..	..
Newbury	125	31	57	24	..	55	..	25	40	..	..	30	20	17	6	..	25	25	..	..	8	..	..	..	..
Woolwich	108	42	22	26	1	100	12	..	26	..	48	27	22	25	3	..	30	..	..	..	15	..	..	..	..
Kensington	65	16	29	18	10	37	6	12	35	..	15	31	20	16	8	..	25	25	14	20	..	..	..	..	..
Brixton-hill	95	22	27	33	12	52	30	..	60	..	..	15	20	20	8	8	18	20	20	20	112	..	..	..	..
Ross	62	8	18	10	4	40	..	..	40	..	..	16	40	10	3	..	30	16	..	..	8	..	..	..	..
London, Broad-street	100	28	22	23	12	50	6	..	50	..	42	48	97	..	..	6	50	50	..	..	10	..	1	..	..
Stratford	160	42	61	27	12	80	10	..	80	..	..	60	24	12	4	8	20	12	..	12	8	..	..	..	..
Brighton, Union School	144	14	61	28	24	44	50	..	100	..	..	40	40	50	..	20	100	100	..	..	40	..	..	..	..
Brighton, North-lane	340	86	57	123	..	120	74	..	220	..	..	90	..	..	36	18	74	64	..	..	25	..	12	..	..
Folkstone	120	26	56	21	9	64	32	..	56	..	..	25	50	12	8	4	40	40	..	..	10	..	..	..	..
Dover	112	23	31	45	4	67	..	..	65	..	..	30	60	12	12	..	40	40	..	..	12	..	..	..	..
Brighton, Upper Edward-street	85	20	50	10	10	25	12	..	60	..	..	15	35	4	3	5	20	20	20	20	20	..	4	..	..
Sherston	136	40	40	36	12	112	48	..	24	..	..	30	16	30	4	1	20	20	..	..	7	..	4	..	..
Downton	80	16	35	19	10	26	25	..	54	..	8	6	6	24	12	10	54	30	..	..	..	..	10	..	..
Fordingbridge	120	20	50	35	15	80	30	..	40	..	20	20	20	30	6	3	24	24	..	..	..	..	..	..	..
Corfe Castle	111	30	30	28	12	70	40	..	30	..	30	30	14	14	6	6	100	50	12	12	3	8	..	..	..
Carried forward	2171	537	708	529	147	1121	375	37	1080	..	163	593	484	310	155	140	719	585	75	84	325	8	31	..	

Appendix VII.—Occupations of the Children—*continued.*

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other Subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
Brought forward .	2171	537	708	529	147	1121	375	37	1080	..	163	593	484	310	155	140	719	585	75	84	325	8	31	..	..
Camberwell, Crawford-street . . .	233	14	101	18	51	113	120	36	120	..	49	41	45	34	22	36	150	150	..	80	70	..	8	..	..
Bristol, Red-cross-street	215	40	90	75	55	..	120	..	200	..	..	70	80	50	20	30	150	100	..	30	50	..	12	..	..
Tiverton	135	..	100	25	25	..	50	..	150	..	..	41	40	40	20	9	150	150	..	70	20	..	20	..	..
Constantine . . .	60	10	24	18	8	..	20	..	40	..	20	15	12	18	15	10	30	30	..	..	..	..	2	..	..
Camborne . . .	85	30	50	12	8	45	..	..	40	..	..	12	..	12	3	2	20	20	..	..	..	..	..	..	..
Liskeard	140	20	40	50	20	40	75	..	100	..	40	10	20	20	12	15	80	58	20	..	5	..	10	..	..
Plymouth . . .	325	55	70	300	200	70	160	50	200	40	50	36	40	112	60	35	100	50	50	20	25	25	16	3	..
Devonport, Royal Naval	119	45	72	25	..	122	..	..	20	..	19	2	19	3	..	1	25	25	..	..	..	..	..	..	..
Bristol, Lewin's-mead	98	16	46	24	36	30	30	36	60	20	..	45	..	30	..	21	66	36	36	21	8	4	..	..	..
Exeter (Wesleyan) .	115	27	15	27	42	28	20	..	67	..	14	16	6	16	13	8	65	26	16	50	65	7	..	..	..
Bristol (Friends) .	298	50	201	20	20	150	120	..	150	..	..	80	80	50	12	5	200	200	200	..	..	..	..	..	..
Spitalfields, Wood-street	164	39	56	63	36	79	35	27	85	7	45	40	15	12	12	4	71	71	37	37	..	..	..	..	..
Hackney-road . .	180	40	32	74	50	72	70	..	70	..	20	24	8	15	6	2	55	55	21	..	..	..	1	..	..
Marylebone (Presbyterian)	75	19	22	26	50	19	12	12	50	12	16	16	13	9	11	4	19	26	24	..	5	..	2	..	..
Brentford . . .	131	42	36	36	50	67	..	..	63	40	42	36	14	16	14	6	92	16	26	63	16	6	12	11	..
Lambeth (Wesleyan)	258	53	72	213	175	120	135	..	180	..	180	165	121	65	43	11	96	75	..	66	180	..	..	..	..
Burton-on-Trent . .	125	37	35	60	60	90	36	25	62	..	..	90	90	33	17	12	50	55	30	..	..	..	..	2	..
Mold	110	36	34	45	45	53	19	19	66	..	16	22	8	9	9	4	47	47	6	6	..	1	5	6	..
Ruthin	80	15	17	39	22	26	25	..	30	..	14	12	5	23	9	4	30	25	..	..	6	2	2	..	..
Limehouse (Wesleyan)	130	45	39	58	40	34	..	20	96	12	22	64	30	20	13	12	82	46	46	..	13	6	7	8	..
Alton	129	10	23	64	45	48	51	23	94	..	33	20	14	32	22	21	64	45	45	64	23	21	..	21	..
Blackwood . . .	75	15	32	18	10	45	..	..	30	..	..	7	10	12	7	1	6	15	..	..	..	..	..	..	..

Blaina	100	25	65	50	30	90	30	15	35	..	60	20	25	12		2	25	25	25	..	..	..	..	..	..
Swansea	132	22	48	52	54	30	34	30	92	20	26	28	23	41	20	8	85	85	28	10	..	20	20	..	..
Hafod	56	5	75	97	59	100	85	20	117	20	17	13	59	5	5		7	20	37	..	..	..	8	..	..
Pembroke Dock	74	37	56	93	93	36	96	48	96	..	36	24	24	24	24	20	72	72	36	..	..	4	12	8	..
Narberth	34	6	5	32	25	30	7	..	25	..	14	14	5	2	6	2	29	29	16	..	..	..	1	..	..
Tewksbury	00	25	2	4	24	27	8	..	48	..	28	6	14	0	7		20	20	23	..	14	2	..	..	..
Evesham	20	30	40	60	60	40	70	20	50	10	20	50	20	20	15	5	24	24	24	..	15	..	5	..	..
Beechwood	50	8	2	18	14	12	0	8	18	4	10	10	12	10	..	..	38	20	8	14	..	..	..	..	..
Canterbury	40	30	40	30	40	60	70	..	60	..	20	20	20	40	20	20	40	30	40	..	25	..	..	..	..
Corsham	80	37	15	33	37	20	12	..	50	..	17	9	10	18	3	1	20	24	..	..	..	..	1	..	..
Melksham	65	20	31	69	48	61	30	..	38	..	7	24	6	16	5	..	19	20	18	..	..	..	..	..	..
Taunton	100	73	43	56	..	10	50	..	90	..	91	51	..	30	..	..	..	..	..	..	..	..	..	..	..
Kingsbridge and Dodbrooke	60	8	25	46	39	53	21	..	53	..	11	8	24	22	8	1	23	32	34	..	19	..	..	..	..
Bideford	85	20	25	42	35	71	20		45	..	20	24	8	12	10	..	30	20	12	..	6	..	..	..	..
Tean	80	18	20	80	35	20	8		75	..	14	30	13	24	12	8	60	50	50	..	..	..	2	..	..
Bangor	125	23	24	63	60	108	63	36	62	36	36	17	8	12	13	7	43	43	43	43	3	..	1	..	..
Camberwell, Leipsic-road	185	30	80	120	120	100	0	54	120	6	100	100	30	50	54	25	120	150	120	54	54	54	54	54	..
Clapham	190	37	33	120	120	54	6	36	146	33	24	52	28	30	20	36	8	64	33	52	50	..	13	3	..
Great Queen-street (Wesleyan)	120	20	40	90	90	90	50	5	110	10	40	40	40	30	10	..	90	90	..	50	30	..	..	..	..
Windsor	75	42	28	30	25	50	15	..	50	..	50	20	15	10	5	..	40	30	..	..	..	..	..	..	..
Coventry	132	25	33	..	54	14	26	..	38	..	57	20	15	18	6	6	54	30	54	..	..	..	..	..	..
Islington Society and Pentonville	214	8	65	107	90	20	230	60	240	12	16	30	130	40	40	14	250	20	60	120	36	39	..	14	..
Chichester	200	40	86	120	120	45	100	10	100	10	40	30	20	50	40	7	120	120	80	..	..	..	..	..	..
Bedminster	140	50	67	63	63	50	26	16	65	20	55	40	12	25	15	..	111	62	62	18	20	..	..	..	..
Abbey-street, Bethnal-green	500	60	167	471	369	586	369	189	492	91	90	156	140	124	46	30	268	268	159	268	91*	..	..	..	..
Upper Edward-street, Brighton	140	30	50	110	40	115	60	30	110	..	140	120	40	30	15	6	60	50	35	20	9	..	..	..	..
Union Schools, Brighton	125	..	60	30	40	40	30	30	40	30	20	30	20	30	20	12	60	60	..	20	..	..	..	..	..
North-lane, Brighton	290	135	27	227	66	300	..	66	200	..	..	50	30	40	..	8	180	66	66	..	24†	..	..	..	..
68—Total	9393	2105	3187	4142	3045	4624	3321	1003	5718	433	1802	2493	1945	1726	915	633	4437	3530	1695	1260	1207	190	245	130	
Average	138	31	47	61	45	68	49	15	84	6	27	37	29	25	13	9	65	52	25	19	18	3	4	2	

* From Models. † From Copies.

Appendix VII.—Occupations of the Children—*continued.*

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading				Number of Children Writing					Number of Children learning Arithmetic.						Number of Children learning other subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
II.—BOYS' SCHOOLS ON THE GLASGOW TRAINING SYSTEM.																									
Cardiff (Wesleyan) .	50	15	25	60	40	20	40	20	50	..	10	10	11	10	30	30	60	39	49	..	8	..	20	..	..
Burslem (Wesleyan)	80	16	24	62	62	20	12	..	36	20	14	26	14	10	8	12	40	30	12	30	12	5	5	5	..
Birmingham (Wesleyan)	55	17	30	18	18	36	10	..	39	..	10	19	8	10	2	..	55	20	20	32	8	..	..	..	..
3—Total . . .	185	48	79	140	120	76	62	20	125	20	34	65	33	30	40	42	155	89	81	62	28	5	25	5	
Average . . .	62	16	26	47	40	25	21	7	42	7	11	22	11	10	13	14	52	30	27	21	9	2	8	2	
III.—GIRLS' BRITISH SCHOOLS.																									
London, Broad-street	67	21	29	9	8	37	20	..	30	..	..	12	25	12	4	..	20	20	..	..	..	67*	..†	..†	..
Brighton Union . .	85	21	20	24	8	20	..	..	70	..	..	30	10	12	..	..	..	20	..	..	..	85	..	..	..
Brighton, North-lane.	121	24	63	24	11	59	..	..	62	..	..	20	23	17	..	..	37	..	..	..	..	121	..	..	..
Hastings	41	10	24	7	..	13	12	..	28	..	..	12	14	14	..	..	12	6	..	..	..	41	..	..	..
Folkestone . . .	79	16	44	29	..	59	..	..	20	..	..	16	20	10	..	..	..	..	..	..	..	79	..	..	..
Dover	43	10	15	12	6	23	..	..	20	..	..	6	12	..	..	..	12	..	..	..	..	43	..	..	..
Brighton, Upper Edward-street . .	71	30	12	12	6	35	6	..	36	..	..	14	22	..	..	..	20	12	..	..	..	71	..	..	..
Camberwell, Crawford-street . . .	115	20	35	33	12	55	24	..	60	..	..	20	20	20	4	..	40	40	..	..	..	115	..	..	..
Bristol, Red-cross-street	128	35	50	20	20	58	70	..	70	..	..	50	40	23	12	..	50	50	..	50	..	128	..	..	..
Tiverton	123	..	30	70	25	40	40	..	85	..	..	35	46	40	6	..	125	125	20	35	..	125	..	..	..
Truro	72	10	40	40	10	42	4	..	30	..	..	25	20	16	4	..	100	100	..	..	..	72	..	..	..

Stoke Damerel . .	44	12	12	20	4	12	12		38	..		35	12	2	1	..	3	3	1	1	..	50	1	12	..
Devonport, Royal Naval	92	20	57	20	9	89	17		17	..		40	2	..	..	..	24	24	..	..	..	106	6	..	..
Bristol, Lewin's-mead	84	21	28	..	35	28	15		55	0	21	21	21	12	9	..	35	21	23	21	..	84	20	20	..
Pile	86	6	74	10	10	53	..		47			79	..	16	..	..	21	..	..	21	..	95	..	..	..
Exeter (Wesleyan) .	80	17	24	60	38	40	25		40		13	38	..	..	..	..	30	40	20		..	70	..	..	..
Brentford	125	51	22	77	77	69	30	6	58	6	20	36	20	30	8	2	70	29	29		..	145	29	29	..
Lambeth (Wesleyan)	200	42	80	117	78	69	100	5	13	15	2	40	25	50	4		131	131	35		12	200	..	..	..
Burton-on-Trent . .	60	35	30	25	25	35	9	..	25		18	18	18	22	..		25	25	..		..	30	..	..	..
Mold	105	31	30	16	33	64	33	..	46		8	18	..	12	3		70	70	33	3	..	100	28	..	..
Birmingham Industrial (Unitarian) .	50	12	12	24	24	44	22	..	30		9	22	9	4	..		2	24	..		..	74	..	..	..
Mortlake	30	8	8	14	..	16	..	..	4	..		8	8	4	..		4	..			..	..	..	25	..
Limehouse (Wesleyan)	70	20	15	35	..	36	24		35	..	8	30	10	12			20	20	20		..	70	12	..	..
Thatcham	112	58	40	4	30	96	30		63	12	30	60	50	8			40	26			..	82	12	..	..
Cardiff (Wesleyan) .	40	18	8	42	28	12	25	20	32	..	30	12	6	8	3	..	40	24	28		..	50	..	..	..
Hafod	157	64	40	112	63	119	48	7	91	..	35	13	38	7	3	..	3	..	38		..	157	36	..	..
Swansea	130	58	46	74	56	50	30		45	0	20	18	16	16	2	..	40	30	30		..	100	20	..	..
Pembroke Dock . .	130	21	20	90	90	24	60		52			24	12	48	5	..	48	48			..	100*	12†	..‡	..
Tewkesbury . . .	72	14	18	40	..	30	12		24		0	10	8	20		..	20	8	20		..	70	..	..	..
Evesham	70	16	16	66	38	38	20		32	0	20	20	4	6	5	..	30	30	20		..	68	3	..	..
Alton	71	20	20	20	10	34	50		36		2	20	5	5			44	20			..	70	..	..	..
Beechwood . . .	48	1	15	20	11	25	16	6	22	8	10	8	6	19			30	23		8	..	48	10	..	..
Faversham . . .	92	15	50	49	49	32	..		60		20	19	14	10			60	60	20		..	114	..	..	..
Melksham . . .	55	..	34	26	20	44	16		15			20	13	12				..	0		..	55	..	..	..
Taunton	90	37	20	26	20	60	..		30		30	20	..	..			20	12			..	66	..	..	..
Kingsbridge and Dodbrooke	50	27	24	42	16	19	..		25		5	12	4	22	3		42	36	36		..	50	2	..	..
Bideford	60	30	20	32	23	52	7		30		9	12	7	7			16	12	..	..	..	50	6	..	..
Bangor	135	20	40	53	61	130	44	18	50	5	40	30	12	6	2		30	30	20	40	..	100	15	53	..
Bromwich, West, Summit Foundry .	65	7	12	..	56	35	14	..	40		..	43	15	13	4	..	65	65	20	..	..	65	65	..	..
Clapham, B. S. . .	98	33	8	50	40	58	33	..	40		40	30	29	18	..	..	50	23	42	22	..	90	2	60	..
Carried forward .	3583	954	1248	1492	1066	1931	880	94	1792	86	477	1032	643	583	85	22	1556	1239	482	216	12	3451	279	199	

* Sewing or Knitting. † Cutting out and making Clothes. ‡ Household work.

Appendix VII.—Occupation of the Children—*continued.*

NAME OF SCHOOL.	Number of Children present at Examination.	Number of Children Reading.				Number of Children Writing.					Number of Children learning Arithmetic.						Number of Children learning other Subjects.								Page at which described.
						On Slates.			On Paper.																
		Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information.	From Copies.	From Dictation or Memory.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	Numeration and Notation.	Addition.	Substraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	
Brought forward .	3583	954	1248	1492	1066	1931	880	94	1792	86	477	1032	643	583	85	22	1556	1239	482	216	12	3451	279	199	..
London, Great Queen-street (Wesleyan) .	78	35	30	55	..	60	45	..	60	2	30	50	..	2	..	..	45	45	45	..	..	80	..	..	..
Windsor	57	18	15	24	24	41	..	..	16	..	14	10	1	..	..	..	12	..	..	..	..	50	..	20	..
Islington Society and Pentonville . .	80	..	31	117	86	37	..	..	80	..	23	28	3	60	3	..	117	117	20	117	..	117	..	..	..
Chichester . . .	90	30	36	46	50	26	23	4	36	4	18	39	12	16	2	..	58	39	16	..	..	90	3	2	..
Bedminster . . .	100	44	34	70	50	54	30	16	56	..	..	45	11	18	5	..	68	52	18	30	20	110	..	..	..
Abbey-street, Bethnal-green	150	55	57	126	98	84	125	..	125	8	58	42	31	14	2	..	126	126	57	5	47	209	7	..	..
Union Schools, Brighton	100	35	11	25	..	30	16	..	30	..	16	16	18	..	..	..	12	12	..	..	..	40	..	..	..
North-lane, Brighton	160	54	22	100	50	..	..	..	60	..	40	40	..	..	..	..	60	60	..	..	..	150	..	..	..
51—Total . .	4398	1225	1484	2055	1424	2263	1119	114	2255	100	676	1302	719	693	97	22	2054	1690	638	368	79	4297	289	221	
Average . . .	86	24	29	40	28	44	22	2	44	2	13	26	14	14	2	..	40	33	13	7	2	84	6	4	
IV.—MIXED SCHOOLS ON THE GLASGOW TRAINING SYSTEM.																									
Bromwich, West, Hill Top	110	20	60	40	..	..	..	..	110	25	30	..	46	28	12	12	120	50	..	..	..	..	..	..	..
Belper	70	7	25	32	24	30	34	..	44	..	12	22	10	10	10	..	80	20	80	80	80	..	..	..	..
Tunstall	104	..	24	38	15	33	..	..	71	16	..	36	10	10	15	15	40	30	..	..	..	..	20	..	..
Middlewich . . .	65	19	20	20	6	35	30	..	30	..	..	1	11	15	..	1	25	25	..	12	..	..	..	..	..

Helston	75	..	20	40	10	5	25	..	70	..	1	..	8	10	13	6	25	25	..	..	..	..	12	..	..
Mousehole	127	47	37	43	..	49	35	..	78	..	..	48	16	26	24	16	30	30	..	..	16	..	16	..	..
Penzance	120	6	44	55	15	40	12	..	80	..	26	20	20	39	12	12	40	18	..	12	30	..	4	..	..
Just-street	114	52	27	29	29	54	12	..	60	..	..	10	20	20	30	30	60	30	30	..	20	..	9	..	..
Tucking Mill	110	15	75	20	10	50	..	.	60	..	..	6	8	5	3	2	60	60	..	..	..	..	1	..	..
Bodmin	75	9	16	50	..	15	30	..	60	..	8	10	12	25	8	12	50	25	..	24	24	..	4	..	..
Mavagissey	65	..	30	23	12	..	18	..	60	..	3	11	18	11	8	14	40	25	..	..	..	..	6	..	..
Stonehouse	47	..	8	30	12	..	50	..	50	..	..	8	19	11	3	9	50	50	14	11	7	..	..	..	..
Over-lane	79	34	25	45	27	30	40	..	31	..	50	20	20	7	3	..	50	20	..	..	..	..	..	..	..
Salisbury	122	37	12	20	83	71	52	30	81	..	37	45	25	8	9	10	43	43	43	..	..	14	14	14	..
Staplecross	65	22	18	20	24	20	..	..	40	12	..	22	8	10	12	10	32	40	12	30	14	6	6	10	..
Rye	60	..	16	..	56	20	40	..	52	..	..	24	19	15	7	1	72	40	22	..	..	..	1	..	..
Dunster	74	21	20	35	30	22	30	13	42	..	6	12	10	8	9	8	50	19	30	16	8	7	6	..	..
Northwich	62	22	38	60	35	42	53	..	53	..	95	86	24	18	18	8	95	33	12	..	..	..	8	..	..
Runcorn	95	23	42	60	60	37	40	..	76	..	19	20	14	23	9	4	125	39	..	125	..	..	..	..	..
Gravesend	90	40	50	..	50	20	30	..	80	..	..	24	10	18	2	4	30	25	..	..	..	..	1	..	..
Audley	95	46	16	70	70	25	45	..	70	25	..	20	10	25	15	14	70	70	70	..	..	18	41	36	..
Wantage	85	20	17	70	70	12	60	15	50	10	15	18	16	10	6	2	40	40	20	30	..	1	2	1	..
22—Total	1909	440	640	700	638	610	636	58	1348	88	302	463	354	343	228	190	1227	757	333	340	199	46	154	61	
Average	87	20	29	32	29	28	29	3	61	4	14	21	16	16	10	9	56	34	15	15	9	2	7	3	

V.—MIXED SCHOOLS, BRITISH.

Elmore	125	25	50	25	25	50	18	..	70	..	20	49	24	18	6	3	100	100	30	12	20	..	3	..	..
Lyme Regis	150	50	30	40	40	70	30	20	60	20	30	30	14	12	24	7	50	50	40	..	20	7	34	..	..
Erdington	100	34	46	40	..	43	37	..	57	..	19	41	9	5	1	..	40	..	22	18	16	..	..	..	..
Llanrhyddlad	103	17	12	29	43	28	..	34	43	..	6	10	11	10	8	16	4	19	..	..	..	..	4	..	..
Marian Glas	135	26	80	32	26	50	..	..	85	29	24	30	30	15	15	10	41	14	13	..	..	..	1	..	..
Tre and Portmadoc	80	36	46	55	12	93	12	..	79	..	5	10	9	6	6	..	12	12	12	..	..	..	..	..	..
Penrhyn	5	20	22	16	12	46	8	..	24	4	24	31	10	5	2	2	18	8	7	..	..	..	..	..	..
Festiniog Dinas	75	16	16	28	25	32	43	10	26	10	32	14	14	15	10	10	25	25	25	45	25	3	3	..	..
Bryn Crûg	78	12	11	15	22	30	14	6	32	8	20	18	8	6	6	2	12	10	..	..	..	..	2	..	..
Tintwistle	100	29	16	30	25	30	50	6	44	6	13	13	14	8	5	6	20	20	12	..	..	..	4	2	..
10—Total	951	265	329	310	230	472	212	76	520	77	193	246	143	100	83	56	322	258	161	75	81	10	51	2	
Average	95	27	33	31	23	47	21	8	52	8	19	21	14	10	8	6	32	26	16	8	8	1	5	..	

Appendix VIII.

Income and Expenditure of Wesleyan Schools

COUNTY.	NAME OF SCHOOLS.	From Local Endowment	From Local Subscriptions.	From Local Collections.	From School Pence.	From other Sources, if any.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s.
Surrey. .	Lambeth Chapel (Wesleyan).	..	27 4 6	21 12 10	231 8 7	27 4 6	307 10
Middlesex	Limehouse	..	24 12 7	..	138 15 6	..	163 8
,,	Radnor-street	..	73 0 0	70 0 0	217 12 0	..	360 12
,,	Great Queen-street . .	..	56 10 6	56 10 6	119 0 3	22 14 4	254 15
Wilts . .	Salisbury	..	18 18 6	6 13 0	70 0 4	12 8 0 Tea Meeting.	107 19
Sussex. .	Staple Cross	..	21 0 0	9 0 0	44 10 0	7 10 0	82 0
Surrey. .	Guildford	The Committee will guarantee to raise annually		30 0 0	39 18 0	..	69 18
Kent . .	Dartford	..	15 0 0	..	32 8 0	..	47 8
Sussex. .	Rye	..	4 10 0	..	80 16 0	8 0 0	93 6
Glamorgan	Cardiff	..	28 10 0	10 10 0	89 0 0	13 0 0	141 0
Chester .	Over Lane	..	0 9 0	19 0 0	35 7 10	2 7 0	57 3
Stafford .	Audley	..	2 10 0	25 0 0	55 0 0	7 6 1	89 16
Cheshire .	Nantwich	..	.	8 0 0	50 0 0	14 0 0 Tea Meeting.	72 0
Stafford .	Ettingshall	..	15 0 0	20 0 0	56 0 0	5 0 0	96 0
,,	West Bromwich, Hill Top	..	..	20 0 0	90 0 0	..	110 0
,,	Tunstall.	..	9 13 0	6 7 8	38 14 4	41 5 0 * / 21 0 0 †	117 0
,,	Burslem	..	..	..	80 0 0	..	80 0
Chester .	Northwich	..	8 0 0	12 0 0	46 0 0	16 0 0	82 0
Warwick .	Birmingham‡	..	40 0 0	25 0 0	46 0 0	..	111 0
Chester .	Runcorn.	..	20 0 0	17 0 0	100 0 0	11 0 0	148 0
Stafford .	Bilston	8 8 0	..	..	70 0 0	..	78 8
Devon. .	Stonehouse (Wesleyan) .	..	6 0 0	6 0 0	82 0 0	..	94 0
Cornwall .	Helston	..	34 0 0	3 0 0	40 0 0	..	77 0
,,	St. Just	..	10 0 0	7 0 0	32 0 0	..	49 0
,,	Mousehole	..	5 0 0	10 0 0	50 0 0	..	65 0
,,	Penzance	..	20 0 0	10 0 0	40 0 0	..	70 0
Somerset .	Dunster	32 0 0	..	..	18 0 0	15 0 0	65 0
Cornwall .	Bodmin	..	33 0 0	5 0 0	26 0 0	..	64 0
Devon. .	Exeter	..	17 0 0	16 0 0	73 0 0	29 9 6	135 9
	22—Total . . .	40 8 0	489 18 1	413 14 0	2,091 10 10	253 4 5	3,288 15
	Average . . .	1 7 10½	16 17 10½	14 5 3½	72 2 5½	8 14 7½	113 8

* *Donations for outfit.* † *Grant from Wesleyan Committee.* ‡ *There are no pupil-teachers.*

Appendix VIII.

nder their Lordships' Minutes of 1846.

	Salary of Mistress.	Salary of Infants' Mistress.	Salary of Assistant Teacherr, if any.	On Books and Stationery.	On Fuel and Lights.	On Repairs.	Other Incidental Expenses.	Total.
.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
)	68 10 0 and Assistants.	..	..	34 1 4	7 0 9	43 10 0	22 0 9	305 2 10
7	38 5 4	..	..	18 4 0	5 19 5	4 0 0	14 17 9	162 17 1
0	50 0 0 and Apartments	5 0 0	10 8 0	32 0 0	6 0 0	12 0 0	76 0 0 Rent, &c.	366 8 0
0	50 0 0	.	6 11 8 Reward to Monitors.	11 3 7	1 2 0	7 15 1	35 13 4	212 5 8
0	..	..	0 16 8	12 4 3½	1 16 9½	3 0 11½	13 6 1 including Rent.	111 4 9½
0	15 0 0	..	..	3 0 0	2 10 0	2 10 0	6 0 0	89 0 0
0 n.	10 0 0	..	..	Sold at cost price.	Current expenses for the year, as per last six months' average.		6 2 6 per Annum.	76 2 6
	40 0 0	..	..	6 10 0	1 0 0	2 10 0	12 2 2*	62 2 2
0	..	..	..	8 0 0	1 0 0	..	7 10 0	86 10 0
0	40 0 0	..	..	2 10 0	7 0 0	2 10 0	31 0 0	163 0 0
0	10 0 0	..	..	3 11 9	2 13 8	4 13 4	3 15 0	74 13 9
0 nt	10 0 0	..	..	12 6 0	2 10 0	2 16 7	2 3 6	89 16 1
0	10 0 0	..	..	4 0 0	4 0 0	4 0 0	5 0 0	97 0 0
0	..	..	10 0 0	6 0 0	3 10 0	2 0 0	1 10 0	93 0 0
0 f	..	..	..	30 0 0	6 0 0	15 0 0	5 0 0	136 0 0
0	..	..	1 7 6†	10 3 2	2 2 9	0 7 0	44 12 0½	128 12 5½
0	..	..	..	..	1 4 0	6 15 0	3 18 0	91 17 0
0	..	..	..	2 0 0	3 0 0	3 0 0	4 0 0	82 0 0
0	40 0 0	20 0 0	5 0 0	10 0 0	10 0 0	4 0 0	10 0 0	159 0 0
0	10 0 0	40 0 0	..	6 0 0	2 10 0	..	20 0 0	148 10 0
0	10 0 0	..	..	6 0 0	2 0 0	4 0 0	8 8 0	100 8 0
0	30 0 0	..	..	..	1 0 0	..	13 0 0	94 0 0
0	..	..	..	6 0 0	5 0 0	1 0 0	8 0 0	90 0 0
0	6 0 0	..	..	4 0 0	1 0 0	2 0 0	1 15 0	49 0 0
0	7 0 0	..	..	3 0 0	0 14 6	0 10 0	2 10 0	73 14 6
0	10 0 0	..	..	5 0 0 about.	1 10 0 about.	3 0 0 about.	5 0 0 about.	104 10 0
0	..	..	..	3 0 0	..	2 0 0	..	65 0 0
0	..	..	..	5 0 0	2 0 0	..	..	67 0 0
0	40 0 0	..	..	6 0 0	3 0 0	5 0 0	11 9 6	135 9 6
7	494 15 4	110 0 0	34 3 10	249 14 1½	87 3 10½	134 17 11½	372 13 7½	3,514 4 4
0	26 0 9½	36 13 4	5 13 11½	8 12 2½	3 0 1½	4 15 1½	12 18 4½	121 3 7½

* Including rent 10*l.*, and cleaning 2*l.* 10*s.* † During illness of teachers.

Appendix VIII.

Income and Expenditure of Wesleyan Schools,

COUNTY.	NAME OF SCHOOLS.	From Local Endowment	From Local Subscriptions.	From Local Collections.	From School Pence.	From other Sources, if any.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Surrey. .	Lambeth Chapel (Wesleyan).	..	27 4 6	21 12 10	231 8 7	27 4 6	307 10 5
Middlesex	Limehouse	..	24 12 7	..	138 15 6	..	163 8 1
,,	Radnor-street	..	73 0 0	70 0 0	217 12 0	..	360 12 0
,,	Great Queen-street . .	..	56 10 6	56 10 6	119 0 3	22 14 4	254 15 7
Wilts . .	Salisbury	..	18 18 6	6 13 0	70 0 4	12 8 0 Tea Meeting.	107 19 10
Sussex. .	Staple Cross	..	21 0 0	9 0 0	44 10 0	7 10 0	82 0 0
Surrey. .	Guildford	The Committee will guarantee to raise annually		30 0 0	39 18 0	..	69 18 0
Kent . .	Dartford	..	15 0 0	..	32 8 0	..	47 8 0
Sussex. .	Rye	..	4 10 0	..	80 16 0	8 0 0	93 6 0
Glamorgan	Cardiff	..	28 10 0	10 10 0	89 0 0	13 0 0	141 0 0
Chester .	Over Lane	..	0 9 0	19 0 0	35 7 10	2 7 0	57 3 10
Stafford .	Audley	..	2 10 0	25 0 0	55 0 0	7 6 1	89 16 1
Cheshire .	Nantwich	..	.	8 0 0	50 0 0	14 0 0 Tea Meeting.	72 0 0
Stafford .	Ettingshall	..	15 0 0	20 0 0	56 0 0	5 0 0	96 0 0
,,	West Bromwich, Hill Top	..	..	20 0 0	90 0 0	..	110 0 0
,,	Tunstall.	..	9 13 0	6 7 8	38 14 4	{41 5 0}* {21 0 0}†	117 0 0
,,	Burslem	..	..	..	80 0 0	..	80 0 0
Chester .	Northwich	..	8 0 0	12 0 0	46 0 0	16 0 0	82 0 0
Warwick .	Birmingham‡	..	40 0 0	25 0 0	46 0 0	..	111 0 0
Chester .	Runcorn.	..	20 0 0	17 0 0	100 0 0	11 0 0	148 0 0
Stafford .	Bilston	8 8 0	..	..	70 0 0	..	78 8 0
Devon. .	Stonehouse (Wesleyan) .	..	6 0 0	6 0 0	82 0 0	..	94 0 0
Cornwall .	Helston	..	34 0 0	3 0 0	40 0 0	..	77 0 0
,,	St. Just	..	10 0 0	7 0 0	32 0 0	..	49 0 0
,,	Mousehole	..	5 0 0	10 0 0	50 0 0	..	65 0 0
,,	Penzance	..	20 0 0	10 0 0	40 0 0	..	70 0 0
Somerset .	Dunster	32 0 0	..	..	18 0 0	15 0 0	65 0 0
Cornwall .	Bodmin	..	33 0 0	5 0 0	26 0 0	..	64 0 0
Devon. .	Exeter	..	17 0 0	16 0 0	73 0 0	29 9 6	135 9 6
	29—Total . . .	40 8 0	489 18 1	413 14 0	2,091 10 10	253 4 5	3,288 15 4
	Average . . .	1 7 10½	16 17 10½	14 5 3½	72 2 5½	8 14 7½	113 8 1½

* *Donations for outfit.* † Grant from Wesleyan Committee. ‡ There are no pupil-teachers.

Appendix VIII.

l under their Lordships' Minutes of 1846.

of r.	Salary of Mistress.	Salary of Infants' Mistress.	Salary of Assistant Teacherr, if any.	On Books and Stationery.	On Fuel and Lights.	On Repairs.	Other Incidental Expenses.	Total.
d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
0 0	68 10 0 and Assistants.	..	..	34 1 4	7 0 9	43 10 0	22 0 9	305 2 10
0 7	38 5 4	..	..	18 4 0	5 19 5	4 0 0	14 17 9	162 17 1
0 0	50 0 0 and Apartments	5 0 0	10 8 0	32 0 0	6 0 0	12 0 0	76 0 0 Rent, &c.	366 8 0
0 0	50 0 0	.	6 11 8 Reward to Monitors.	11 3 7	1 2 0	7 15 1	35 13 4	212 5 8
0 0	..	..	0 16 8	12 4 3½	1 16 9½	3 0 11½	13 6 1 including Rent.	111 4 9½
0 0	15 0 0	..	..	3 0 0	2 10 0	2 10 0	6 0 0	89 0 0
0 0 yuse.	10 0 0	..	..	Sold at cost price.	Current expenses for the year, as per last six months' average.		6 2 6 per Annum.	76 2 6
	40 0 0	..	..	6 10 0	1 0 0	2 10 0	12 2 2*	62 2 2
0 0	..	..	..	8 0 0	1 0 0	..	7 10 0	85 10 0
0 0	40 0 0	..	..	2 10 0	7 0 0	2 10 0	31 0 0	163 0 0
0 0	10 0 0	..	..	3 11 9	2 13 8	4 13 4	3 15 0	74 13 9
0 0 s rent	10 0 0	..	..	12 6 0	2 10 0	2 16 7	2 3 6	89 16 1
0 0	10 0 0	..	..	4 0 0	4 0 0	4 0 0	5 0 0	97 0 0
0 0	..	..	10 0 0	6 0 0	3 10 0	2 0 0	1 10 0	93 0 0
0 0 ling t.	..	..	..	30 0 0	6 0 0	15 0 0	5 0 0	136 0 0
0 0	..	..	1 7 6†	10 3 2	2 2 9	0 7 0	44 12 0½	128 12 5½
0 0	..	..	..	..	1 4 0	6 15 0	3 18 0	91 17 0
0 0	..	..	..	2 0 0	3 0 0	3 0 0	4 0 0	82 0 0
0 0	40 0 0	20 0 0	5 0 0	10 0 0	10 0 0	4 0 0	10 0 0	159 0 0
0 0	10 0 0	40 0 0	..	6 0 0	2 10 0	..	20 0 0	148 10 0
0 0	10 0 0	..	..	6 0 0	2 0 0	4 0 0	8 8 0	100 8 0
0 0	30 0 0	..	..	..	1 0 0	..	13 0 0	94 0 0
0 0	..	..	..	6 0 0	5 0 0	1 0 0	8 0 0	90 0 0
5 0	6 0 0	..	..	4 0 0	1 0 0	2 0 0	1 15 0	49 0 0
0 0	7 0 0	..	..	3 0 0	0 14 6	0 10 0	2 10 0	73 14 6
0 0	10 0 0	..	..	5 0 0 about.	1 10 0 about.	3 0 0 about.	5 0 0 about.	104 10 0
0 0	..	..	..	3 0 0	..	2 0 0	..	65 0 0
0 0	..	..	..	5 0 0	2 0 0	..	..	67 0 0
0 0	40 0 0	..	..	6 0 0	3 0 0	5 0 0	11 9 6	135 9 6
15 7	494 15 4	110 0 0	34 3 10	249 14 1½	87 3 10½	134 17 11½	372 13 7½	3,514 4 4
7 0	26 0 9½	36 13 4	5 13 11½	8 12 2½	3 0 1½	4 15 1½	12 18 4½	121 3 7½

* *Including rent 10l.*, and cleaning 2*l.* 10*s*, † During illness of teachers.

Appendix IX.

Table of the Schools under Mr. Fletcher's Inspection, in the Southern and Western half of the Kingdom.

	Schools.	Places.
Schools, whether they have received building grants or not, which are in connexion with Government for *annual* aid:—		
British and Infant schools, supported chiefly by the union of all denominations, and using daily the Scriptures in the authorized version, but no Catechism, though often receiving the major part of their support from some one congregation, as of Independents or Presbyterians, or from the Society of Friends, or from some few chief employers and patrons who are Churchmen	118	64
Wesleyan schools, using daily the Scriptures in the authorized version, and likewise the Wesleyan Catechisms, but the latter only for those children whose parents do not object; others, though few in number, being received with equal readiness into the schools	45	35
Presbyterian schools, using the authorized version of the Scriptures and the Assembly's Catechisms, but with the same liberty, as to the admission of children not learning the latter, that is exercised by the Wesleyans . . .	2	2
	165	101
Schools, chiefly British, which are *not* in connexion with the Government for *annual* aid, but which have received building grants from the *Committee of Council*:—		
Probably in circumstances to challenge annual aid under the Minutes of 1846	30	20
Not in circumstances to challenge such aid	25	21
	55	41
Schools, chiefly British, which are *not* in connexion with the Government for *annual* aid, but which have received building grants from the *Treasury*:—		
Probably in circumstances to challenge aid under the Minutes of 1846	33	25
Not in circumstances to challenge such aid	61	53
	94	78
	314	220

General Report, by Her Majesty's Inspector of Schools, J. D. MORELL, ESQ., *on the British, Wesleyan, and other Denominational Schools inspected by him in the Northern and Eastern Counties of England;—for the Year* 1848-9.

MY LORDS,

IN presenting to your Lordships a brief Report of my operations during the last year amongst the British and Denominational schools of the Northern and Eastern Counties, there are one or two observations necessary to be made, explanatory of the *general principles* upon which the process of inspection has been carried on, and the individual Reports constructed.

First of all, I would particularly mention that, in considering the present state of schools throughout the country and reporting upon their efficiency, the whole must be understood as having reference to a certain average standard which experience alone points out, and which it is requisite ever to keep in view as a guide to the judgment. Were the entire condition of primary education amongst us higher than it really is, results which are now looked upon as eminently successful would undoubtedly appear frequently very defective. And yet justice to those teachers who have been labouring hard to reach the only standard which they have had set before them, and who have in some cases even surpassed it, compels us to give them full credit for efficiency in their exertions, and to judge them in great measure by the hitherto current ideas upon the nature and demands of primary instruction in our own country.

Another thing which must necessarily have its effect in modifying every one's decision upon the merits of particular schools, is the precise notion he may have formed as to what points such schools ought principally to aim at, and what purposes they have especially to accomplish. Some views or other, respecting the nature, method, and ends of primary education must in fact underlie every individual Report; so that the very sense in which either satisfaction or dissatisfaction is expressed can hardly be rightly appreciated without a due exposition of the *ideas* by which it is regulated and measured. Leaving therefore any more specific remarks to the registered table of inspections, I shall embrace the present opportunity of making some few general observations upon *the ideal* of primary education, and the position which the *real* education of the country, so far as it has come under my own observation, holds in relation to it.

Problem of primary Education.—And first, the necessity of doing full justice to all classes of schools, located as they are

amongst the most widely different portions of the community, has constantly forced attention to the fundamental inquiry—what the problem of the primary school really is, and what conditions are necessary to satisfy it. The problem which such schools are called upon practically to solve is admitted to be altogether peculiar in the whole scheme of national education; and to involve special considerations which no one actually engaged in the work, can safely lose sight of. Were we intending to lay the basis for a solid superstructure of theoretical knowledge, or were we proposing to construct a system of education which should produce at the same time a high degree of mental refinement and a profound insight into scientific ideas, then indeed must the foundations be planted proportionally deep, and the first elements be put together with a slowness and a strength capable of bearing any weight that may be afterwards placed upon it. But such is far from being the purpose of the *primary* school. The length of time through which the whole education of its pupils lasts is, on the average, very contracted. Regarding the country throughout, and taking into account the different circumstances which limit the duration of school attendance among the poor—(the frequent absence from school upon trivial excuses—the summer and harvest occupations of the rural districts—the half-time system of the manufacturing localities—the domestic avocations of girls in household duties or light manufactures, with numberless other circumstances)—taking, I say, these things into account, the whole average length of school instruction will be found almost incredibly short. The majority of schools I have visited admit each year at least two-thirds of their average attendance; and in some instances almost an entire change of pupils has taken place between one annual inspection and another—and that without any probability of many of the children having resorted to other schools in the neighbourhood. And yet this short average period of instruction is to fit the masses of our population for every future duty of their existence. Not only have they to gain while it lasts some knowledge of reading, writing, arithmetic, geography, grammar, and such simple elements of primary scholarship; but they have to acquire, at least to a great extent, all the mental refinement, all the sense of propriety, all the habits of order and self-restraint, all the direct moral principles, and in numbers of cases, it is to be feared, all the religious education, they will ever be likely to enjoy for the whole extent of human life, and their entire guidance through it as moral, social, and accountable creatures.

The great point accordingly to be aimed at, as things now are, in the primary school is this:—How to give the greatest possible amount of mental instruction and moral discipline in the brief period through which the education of the scholar

lasts; and how to render this amount of the greatest practical service for the entire remainder of human life. Viewed in this light it will be seen at once that it is not the school which can bring forward a few showy and perhaps really successful pupils, that is doing the greatest service to the community; that it is not the school where a master with certain literary tastes is conducting his elder class into branches beyond their probable sphere in after-life, which is accomplishing the most real and beneficent purpose. Such schools, it is true, will oft-times make a striking impression upon a stranger, especially when arranged for a simultaneous examination. The knowledge drawn out will seem quite surprising, and the ready answers of the few will shed a false light upon the many; while the masses of minds which fill up the lower and central forms, and never rise at all to the higher, if observed in their after-progress, might give a very different turn to our whole judgment.

If for the sake of example, we suppose the case of a school, placed in the centre of a district from which 150 or 200 children require to receive daily instruction;—then the true object, which such a school should aim at is—*to exert the greatest influence for good upon the largest number possible.* If a few scholars are stimulated and the rest comparatively neglected, the whole amount of benefit done to the neighbourhood is very inconsiderable. On the contrary, though no *striking* results should appear at an examination, yet if a master be placed in such a locality who is really devoted to his work, who feels teaching and training to be his proper destiny, who succeeds in gaining the affections of his pupils, who softens them by kindness, moulds them by a friendly sympathy with their wants, instils the knowledge of *things* rather than *words*, and awakens wholesome sentiments in the minds of the entire mass, such a school is assuredly accomplishing a great work in connexion with the mental and moral improvement of the community. I feel it important therefore to state that this consideration has always been one element in the judgment I have been called to exercise upon the efficiency of different institutions; and I would here record my belief, that many schools by no means taking the highest intellectual standing, if tried by such a test will be found amongst the best in their aggregate effect on the population around them.

To keep such an end as this strictly in view, demands I am aware, considerable self-denial and self-restraint on the part of the teacher. There is almost always a tendency to aim at something that will *tell* upon an outward observer, and many parents unfortunately encourage and almost necessitate a course of this kind by their looking rather at what their children *can do*, than considering what *they are becoming* in their moral principles and mental habits. It is impossible therefore to impress

upon parents too strongly the more solid purposes of education in reference to the future life of their children—or to imbue the schoolmaster too deeply with the sentiment that he is not merely preparing boys to pass an examination on certain subjects, but training a pliant mass of human thought, feeling, emotion, impulse, and moral purpose for the great and uncertain future. This is the best antidote to the disappointment he experiences, when his best scholars leave him just as they are doing him credit; and when he has, like Penelope, to renew a task which seems ever completing and yet never completed.

Real and Technical Knowledge.—Another consideration I have found it requisite to keep constantly in view as a necessary element in school inspection, is to distinguish in each case between the amount of *real*, and the amount of *technical* knowledge imparted. The tendency to allow school-instruction to run into the mere inculcation of words, phrases, and technicalities, though by no means so general now as formerly, yet prevails to a very considerable extent throughout the country. The temptations to such a course are so great, and the immediate advantages to the teacher so obvious, that it requires a constant watchfulness to repress it—and a constant restraint upon the *apparent* progress of the children to let their actual perceptions of things keep pace with their memory for words.

Words we know are but the symbols of ideas, and it is impossible that such symbols should signify or convey more to the mind of the child. than he has been enabled by proper training to *think* under them. Hence all explanations, all proofs, all analyses, of whatever kind, as they are carried on by means of words, presuppose in the mind of the hearer a certain amount of *mental experience* already gained—a certain capacity already developed of grasping the meaning of terms, and of seeing by the eye of the mind the thing which is signified by them. This fact is I fear too often lost sight of by the teacher. It is forgotten that a technical knowledge of a subject does not necessarily involve any real knowledge of it at all; and that the power of acquiring words, which is so remarkable in the child, may easily cast a veil over the real ignorance which lies hidden behind them. To deal with the *memory* of the child is infinitely easier than to deal with its perceptive faculties and its intellect. The amount of verbal information which may be stored there in a short time is quite extraordinary; but it is not possible that it should be as quickly digested, arranged, and rendered vital. The words which a child so readily employs in answer to set questions may seem to indicate the most precise and complete acquaintance with a subject; but I have been convinced by many observations, that frequently no ideas whatever are attached by him to the terms he employs, and that if he do attach any, those ideas are to a great extent incorrect, and to

a still greater extent *inadequate*. The consequence of this will always be that little *permanent* good is effected. Knowledge digested, reduced to experience, made a part of our whole system of thinking, is never lost; verbal knowledge on the contrary passes away almost as rapidly as it is acquired. Hence the superior importance of learning a little really and fully over the acquisition of whole sciences if they are but *technically* inculcated.

Classification of subjects.—The topics usually embraced in the better class of primary schools may be reduced to *four*. First, the knowledge and application of *signs*, which includes the capacity of reading, writing, and spelling correctly, and of indicating numbers by their proper symbols. Secondly, the knowledge of *facts*, under which may be included geography and astronomy, natural history, and the history of mankind, particularly in our own country. Thirdly, the knowledge of abstract *relations*, and of fixed or arbitrary *laws*, to which we may refer the principal points in the science of mathematics and of grammar. And lastly, the inculcation of *sentiment*, which embraces reading (in the higher sense), poetry, music, together with moral and religious education.

Now this may appear at first sight to be a very extensive programme for the primary school; and were the education intended to be in the end more complete, and the knowledge more profound, each subject must certainly be brought to bear upon the youthful mind in a much more measured and gradual form. But so practical and so necessary is *some idea* of all these branches, that there is no point which can be altogether omitted in a system of education, which is to serve its pupils for a whole life. The great object to be kept in view is not indeed to give a smattering of the *technical terms* employed in all these sciences, but to impart exactly that information which may be the most practically beneficial for the mental and social wants of our population at large. To do the former, were to leave them the hopeless victims of pedantry and ignorance; while an elementary knowledge of the topics embraced in the above scheme, if presented in a real, vital, and practical form, made a part of the scholar's experience, and laid up as materials and resources for action, is calculated to inspire at once humility of mind, strength of purpose, and self-reliance in the struggles of life. The whole difference in truth, springs from the knowledge being imparted technically in the one case, and being made real and vital in the other.

Knowledge of signs.—With regard to the knowledge of signs, the remark just made of course has very little room for application. Signs are in their very nature arbitrary and technical; they have not a *necessary* but only a *conventional* meaning; and yet the perfection which is attained in using them has a very

extensive and a perpetual influence on the mind. Independently of their being the media through which the child soon learns to reach the thoughts of others, and by which he expresses his own, they form a kind of intellectual machinery, by which he is able to arrest ideas which would otherwise pass rapidly away, and to get them inwrought into his mind, instead of their fleeting by like the shadow of a passing cloud. It seems at first sight an unhappy circumstance that so much time should be employed at school in learning arbitrary symbols, but when we consider what a discipline this very process gives to the mind itself, we become reconciled to its necessity, and see the impossibility of accomplishing ordinarily any great results without it. The time, however, may be undoubtedly shortened by measures wisely adapted for facilitating such acquisitions. The mechanical processes of teaching to read and to write have obtained at present very little attention even amongst intelligent teachers. Much more will probably be done, when the thing is studied systematically. In some schools already the art of reading *accurately* is acquired in a comparatively short period, and leaves of course proportionally greater time for other things. In regard to *writing*, I am disposed to think that, until a certain degree of perfection is attained, copies written by the master are much more readily imitated, and produce a more rapid improvement, than any of the engraved specimens commonly in use. At any rate, I have observed that where good writing has been *general* in a school such has usually been the first step towards producing it.

Knowledge of facts.—From the knowledge of signs, the child proceeds to the knowledge of facts; and here the distinction between real and technical instruction becomes *vital*. There are two ways in which facts are taught. Either they are embodied in a number of propositions, the mere repetition of which is considered sufficient; or the real things themselves are brought home to the perceptions of the child, so that they are apprehended as concrete realities, which the propositions only serve to express. In the whole department of instruction which refers to facts, this distinction can never be *properly*, though it is far too often *practically*, lost sight of. This will appear obvious if we enter a little more fully into the details of the question.

Geography.—Let us look first to the process of teaching geography. Geography is now well understood to be a subject around which an indefinite amount of useful information may be made to cluster. In the department of physical geography, the child may come into contact with the whole range of the most interesting natural phenomena of our globe, while political geography is perhaps the simplest introduction possible to the knowledge of man in his social, commercial, and intellectual

relations. In no department, however, is it necessary to take the first steps more cautiously and more firmly than in this. The general objects with which geography has to deal have never yet been *realized* by the child. The round world, for instance, is an idea of which he has never yet got possession, except as a name; a map is an inscrutable mystery, notwithstanding the assurance that it is "*a picture of the earth*;" geographical distance is measured by the mind wholly at random; in brief, the fundamental experiences must positively be gained and consolidated, before any real knowledge is communicated upon the subject, however much technical lore may be laid up in the memory. Thus, I have not unfrequently found children giving the names of towns and lakes in Russia or Tartary, who could not tell the next county to their own, or what was meant by the north and south. Others will inform you that the earth is an *oblate spheroid*, who, if tried, would not consider the distance from Canada to Cape Horn, when pointed to on the map, by any means so great as from where they live to the next large town. To a very great extent, indeed, I have found, that however perfect children may be, as to localities and places on the map, there are ten chances to one that they have no *corresponding* idea of their position on the world itself.

The method of teaching geography merely by outlines has too often encouraged this mere technical mode of procedure, whereas what the child wants to give him the very conditions of geographical knowledge, are mental images of the earth and its surface. If any one country were well taught, its size made fully apparent, its natural features all placed as a picture before the mind, its productions, its people, its usages, its laws, its religion, all impressed and explained, it would become a kind of central point of light and knowledge, from which the scholar could proceed to other countries, until he has, as it were, paced the globe, circumnavigated its oceans, and seen in his mind's eye everything remarkable as he passed onwards. I have often thought that lively narratives of travellers and tourists might be used with great advantage in teaching geography to primary schools. The description of a country like Switzerland, its mountains, lakes, plains, glaciers, water-falls, avalanches, smiling valleys, and eternal snows, all accompanied with a proper map and a description of the habits, history, and government of the people would certainly do far more to instruct the mind than a catalogue of boundaries and divisions, involving a number of names to which no mental imagery whatever is attached. The comparison of Switzerland, again, with a country like Holland, would draw forth various considerations highly instructive; while the mere localities would be far more vividly than ever impressed upon the mind, by connecting them with the *mighty stream* which rolls from the summits of the one

and loses itself in the marshes of the other. On the whole, therefore, I cannot report that the department of geography is by any means so successfully employed in our primary schools as a basis of useful instruction, as it might easily be made. The treatment of it is frequently of so technical a nature, that its real value is very much lost, and its power as an instrument of mental education only half put forth.

History.—The introduction of history into the schools I have visited is by no means *universal.* When it is introduced, the knowledge of it is for the most part confined to a few outline lessons upon the earlier periods of our own country's history, and a general idea of the line of succession to the English throne. The information conveyed is in most instances of so general a character, that we can hardly call it history itself, but rather the chronological *form* of history, mapped out, but not yet begun to be filled up with anything substantial and real. It is evident, indeed, that a very small amount of historical knowledge can *at the best* be imparted in the primary school; but, on that very account, it becomes the more necessary to consider what portion is the most available for real practical utility. Here, as relatively in the case of geography, I am disposed to think that a far less technical procedure would be productive of better effects; and that if, in addition to the chronological outline, or a few isolated facts, one or two principal periods were singled out, and made palpable to the imagination by a more full and vivid representation, the points upon which so clear a light is shed would become as it were land-marks, by which the mind of the child would be guided in its conception of the whole.

Natural history.—Natural history, when introduced, is generally taught in the form of collective lessons. With this feature of our modern school education, when any degree of attention has been afforded to it, I have, generally speaking, been much gratified. The mode of expounding it being more free and simple, less reduced to an abstract form, and illustrated for the most part by real or pictorial examples, the knowledge conveyed has appeared to me to come home far more than is the case in many other subjects to the comprehension of the youthful mind. The immediate result of this has been manifest in the lively enjoyment expressed by the scholars in the lesson; while the more remote influence must undoubtedly be that of cultivating a taste for the study and admiration of the works of God, as well in their minutest as in their vastest manifestations.

Laws and relations.—The third general branch of primary instruction to which I have referred is the knowledge of general laws and abstract relations. Under this division, the department of Arithmetic is the most simple and the most practically useful. This department, as far as my observation has extended,

is in a great proportion of instances successfully taught, so far at least as its most useful *application* is concerned. The plans adopted usually give great facility in carrying on the more ordinary operations—great quickness in performing mental calculations—and in some instances a capacity of forming combinations of numbers which bring out results almost surprising. As practical arithmetic is almost entirely technical, the evil referred to in some of the other branches has not the same room for existence: on the contrary, the constant repetition of tables and formal exercises, which in other departments would rather *injure* than further the real knowledge of the subject on hand, tends *here* to give a facility in calculation, which, however little it may contribute to mental development generally, yet affords great power in dealing with numbers as they are required to be used ordinarily in commercial life. No doubt there is ample room for improvement in teaching the more *theoretical* part of arithmetic; but there are few instances I imagine in which at least to the class of children we are considering this would offer a result at all comparable in value to the practical facility which is already to so large an extent secured.

Grammar.—With regard to grammar, the case stands far otherwise than with arithmetic. In the latter the *main* objects aimed at can be accomplished *by technical rules only*; and not at all without them. In the former case, as we learn to speak correctly by simple imitation, and without the aid of rules at all, the value of grammar as a study, is chiefly regulative to the mind, and depends wholly upon the technical laws and expressions becoming *distinctly realized and fully comprehended.* Notwithstanding this, I have every reason to believe that if there is one subject, which more than another is left unrealized and undigested by the great mass of children in our primary schools, it is this very subject of grammar. This of course arises partly from the nature of the question itself, but partly, also, from the defective mode of teaching it. Experience shews us, that the faculty of abstraction is the *latest* in the development of the human mind; and hence it is not to be supposed, that a branch of education which has to do almost entirely with abstract ideas, can very easily be simplified to the comprehension of childhood. I much doubt, indeed, the *possibility* of teaching it with any good effect, except to the *elder children* of a school; sure I am that the rest, even when they *are* taught it, seldom gain any real knowledge of the ideas with which it is conversant.

To those, however, whose minds are sufficiently developed to enter upon the study intelligently, very much useful knowledge and discipline may be imparted, by representing the abstractions of general grammar under a more concrete form, and making them clear by perceptive illustrations. In this way it soon becomes a highly important exercise in the valuable art of classification,

and trains the mind to reflect perhaps more than any other department of primary instruction whatever. All the elements of Logic, and even Psychology lie implicitly in the principles of grammar; and the analysis of words, to which the study of it leads us, is the most simple introduction which can possibly be found, to those habits of clear and correct thinking, which the above-mentioned sciences are peculiarly adapted to foster. As yet, however, the capacity of adapting grammatical instruction, by perceptive illustrations, to the minds of children is, so far as my own observation extends, by no means frequent, and needs especial attention before any very marked improvement can be manifest in this department.

Inculcation of Sentiment.—The last, and by far the most important, branch of education, is that which we have termed the inculcation of sentiment. To this end every thing else should point; for although the more practical branches of instruction are by no means to be neglected (since they are indispensable *instruments* of further progress), yet very little sound and satisfactory advancement can be made in the real education of the people, and little solid good effected, except in proportion as right feelings are infused into the heart, and made to exert their power over the whole nature. The methods by which such feelings can be aroused and cultivated, are very various.

Reading.—Amongst the readiest and most obvious instruments for this purpose is *reading,* in the higher sense of that word. The mere mechanical art of reading is one thing; the power of reading with expression, so as to convey sentiment and feeling by the tones and inflexions of the voice, is quite another. That great improvement has already taken place in this department is obvious to any one who remembers the monotonous drawl of the village school in years past, and contrasts it with the regular inflexions usually practised in the better schools of the present. There is still, however, a higher stage to be reached in the power of expression, which is calculated to render the process of reading properly selected extracts or compositions a profound lesson in the best and purest sentiments of our nature. Without such a power of expression, indeed, the reading lesson can have very little moral effect. Prose extracts of the highest kind fall powerless upon the ear, when pronounced like a task learned by rote; and poetry, even the very best, degenerates into an unmeaning chant, unless care is taken to draw out the sense, and enable the child, by imitation, to utter it suitably. On the contrary, when attention is paid to the art of expression not as a dry method of counting pauses, and of dropping or raising the voice, but as a natural embodiment of feeling, then *indeed,* every inflection duly rendered, every proper intonation

thrown upon emphatic words, every change of voice shaped in accordance with a corresponding change of feeling, becomes a vehicle of instruction, which reaches far deeper than the mere logical force of the words. This higher use of reading is at present but rarely and imperfectly applied in the primary schools of our country. In some few instances, such as the Hebrew school at Manchester, and the Harrington schools at Liverpool, the proper use of *expression* is beginning to exert a good influence upon the minds of the children in the higher classes. As a proof, likewise, of the possibility of introducing good reading into schools, I may cite the example of the St. John's sessional schools, at South Shields, in which an entire change from the most monotonous style of intonation to one of intelligence and good expression was effected in the single year intervening between the two last inspections. In aiming at the improvement of reading, there is generally a certain degree of mannerism to be carefully guarded against; but, this being kept in view, the reading lesson may assuredly become one of the most useful aids to the real education of the youthful mind.

Poetry.—It is hardly necessary to say that an improved style of reading demands material to be read of a corresponding order. Of this the most important and valuable will always consist in good selections of *poetry*, which is far the best adapted to convey sentiment to the mind, with all the requisite force and beauty. The want of good selections has now been amply supplied. The little works published lately by the Rev. F. C. Cook, entitled "First Book of Poetry," and "Poetry for Schools," offer an easy introduction to some of the best poetical literature of our country; and the larger work just compiled under the direction of the Irish Commissioners affords an inexhaustible fund of extracts, taken from the purest descriptions of poetical composition, most happily arranged in accordance with the nature of the sentiments they respectively convey. It is hardly necessary to remark what a vast influence must be exerted upon the deeper feelings of the child, when sentiments so elevated in themselves, and so strikingly expressed, are daily inculcated, and rendered to the ear, not as a dull lesson, but as a theme for sympathy or admiration.

Music.—Closely connected in its influences with poetry is the power which music exerts upon the youthful mind. There are two evils, which I have found to be widely prevalent amongst schools with regard to music, the first of which relates to the music itself, and the second to the mode of teaching it. The kind of music employed in schools is, to a great extent, either wholly tasteless and dull, or wholly unsuited to the buoyant feelings of youth. Children, it is true, cannot judge *critically* between good music and bad; but they judge of it *intuitively* with the greatest readiness Dull, common, insipid music

affords no interest to them; they drawl mechanically through it, and are glad when it is over. But strike up an air which has depth, expression, feeling in it, especially if connected with stirring poetic sentiments, and every countenance instantly brightens under its influence. Ordinary psalm tunes with sacred words, such as we employ in public worship, are *by no means* adapted for schools. The poetry and the melody alike express sentiments connected with the maturer forms of Christian experience, which the child has never realised, and which are, therefore, unmeaning to it. Simple moral ideas, domestic affections, love of nature, the bounty of Providence, everything which is freshest to the heart in early life, should form the chief basis of school music. Where this is the case, the moral effect produced is as cheerful and stimulating as in the other cases it becomes dull and tedious.

The second evil, to which I referred as existing largely amongst our primary schools, is this—that music, if taught at all, is too frequently taught from the very commencement, as a dry *grammatical* exercise, instead of being presented as a natural language of the emotions. To enter far into the *theory* of music with school children, is not only impracticable, but would prove, on the whole, very useless. If they learn to sing together a simple harmony at sight, that is the very utmost we need hope or strive to accomplish in this department. The way, however, in which this can be at the same time most easily accomplished, and rendered from the first interesting and instructive, is not so much by explanations accompanied by dry exercises, but by the daily practice of suitable melodies and simple harmonies, in which the feelings, as well as the intellect, can play a part. Above all is it necessary to keep up the life of all vocal exercises, by a rigid attention to *time*, and a perpetual care never to let it become either *careless* or *slow*, from the first bar to the last. Without this, the most beautiful melodies lose their whole expression, and the richest harmonies become confused. The time has yet to come, when the value of music in education will be really understood; meantime it is important at least to be pursuing the right track, and keeping the proper end in view.

Moral and Religious Education.—On the moral and religious education of the schools which have come under my observation, I am not entitled particularly to speak, inasmuch as the inspection of this department forms no part of my official duty. As, however, it has been presented in the above classification as the head and crowning piece of the whole, I may be allowed one or two passing observations. First then according to the classification proposed, the essential idea of all religious education will consist in the direct cultivation of *the religious feelings*. Independently of this, it falls simply under the character of an

intellectual exercise, which can be carried on to any extent without involving of necessity any religious element whatever. In the diverse schools amongst which my labours are carried on, there are some in which the Bible is the sole basis of religious instruction; and there are others in which catechisms, or other abstracts of doctrine, are employed. As far as my own observation extends it has ever appeared perfectly indifferent, as to the results, what precise method or instrumentality may be adopted. I have seen the happiest and I have seen the most unsatisfactory results alike under both systems. In each case the mere instrument of teaching is of small moment compared with the spirit which is infused into it by the teacher. The danger in each case is that of employing the instrument simply as the basis of an intellectual exercise, and losing sight of the moral and religious *sentiment* it is intended to draw forth. In many schools where the Bible alone is used, the children learn sacred geography, history, topography, &c., but very little else; and so, in many schools where a catechism is taught, they learn the words of the propositions, but attach very little, if any, signification to them. Here more than anywhere else, the observations I ventured to make upon real and technical knowledge have their full force; so much so, indeed, that unless a certain amount of religious experiences be first developed, as the basis of the instruction to be afforded, every subsequent step is simply an exercise of memory with regard to words, or an exercise of the understanding merely upon those outlying subjects which encircle but do not enter the domain of sacred truth. To dwell upon this topic at length would be beyond my present purpose; I have merely noticed it in passing in order to complete the idea of primary education which I sketched out in the commencement.

Having taken a glance at the *subjects* included in the entire course of primary instruction, I would now refer briefly to the working of your Lordships' Minutes, especially in connexion with the British and Denominational schools of our country. The applications for the apprenticeship of pupil teachers have been so continuous through the last year, that almost the whole time devoted to inspection has been employed either in visiting the schools from which such applications have been made, or in testing the progress of those to whom apprentices were before granted. A few of the results of the last year's experience may therefore be now properly added to the more general observations already made.

Effects of Minutes.—One of the most obvious effects of the pupil-teacher system is felt in connexion with change produced upon the *organization* of the primary school. This is seen more especially in the case of schools conducted upon the monitorial system. The original organization of these schools was one strictly adapted to the extraordinary wants of the age, in which

it originated. The education of the lower classes of society had been previously almost wholly neglected: the teachers who could be brought into the field were very few, while the untaught were numbered by thousands. Mutual instruction, upon the vast scale there proposed, was the readiest remedy for the evil, inasmuch as a single teacher became in this way equal to the management of an unlimited number of scholars. This emergency is now happily past, and we have leisure to consider the *quality* of the instruction to be offered, as well as the numbers who may be made accessible to it. Looking at the matter in this light, few I imagine would contend that small drafts under monitors only could experience the same influences which somewhat larger classes would enjoy under the instruction of a more advanced teacher. Now such teachers are actually supplied by the system of apprenticeship; and the natural effect of it, therefore, as the pupil-teachers grow up, is to consolidate the drafts into larger divisions, and to supersede as far as practicable mere monitorial agency by their superior activity. This tendency, however, is necessarily gradual, and will be much modified by circumstances. During the first year or two, the pupil-teachers will very probably be hardly competent to conduct a class very much larger than that to which they had been already accustomed. Added to this the crowded state of some of the schools and the want of class-rooms renders the change of organization a point of great physical difficulty. In several instances, however, I have observed that the change has taken place almost spontaneously in the course of the very first year; and in almost all the other cases the tendency of pupil-teachers is to work *in that direction.*

In the schools organized on the Glasgow training system, the effect of pupil-teachers is different. Collective teaching is the chief basis of that system, as monitorial teaching is of the other; and the evils respectively attendant upon each of these methods if exclusively pursued have to be guarded against equally in both cases. Considerable observation has given me the conviction, that the monitorial type, if carried out vigorously, subserves technical accuracy more surely and uniformly than the simultaneous; but that the latter is on the whole better adapted for exercising moral influence. To drill each child in his lessons, and give him the full advantage of constant repetition in all exercises which depend upon memory and habit, he must constantly be more or less individualised. Such an individualization is only accomplished with considerable effort in collective teaching; while it is the natural effect of a well-applied monitorial agency. On the contrary, moral education is *aided* rather than hindered by the sympathy of numbers. Accuracy of memory or judgment, is not what is here demanded, but rather an indefinable yet all-powerful *influence*, which may

pervade the whole mass, and shed a glow of feeling and impulse into every heart. In schools therefore which are constructed on the collective principle, the chief value of pupil-teachers is to individualize the instruction; to prevent it from running too much into generalities, and to fill up the moral influence imparted with the sharper outlines of definite knowledge. Should the results of the present Minutes be to interpenetrate both systems with each other's excellencies, and to supplement their respective defects, no greater benefit could possibly be afforded towards the realization of a sound primary education throughout these portions of the community.

From what I have said respecting school organization, it will be inferred that the effect of the pupil-teacher agency upon school *instruction* is very considerable also. Mere *technical* instruction, as I have before shown, has hitherto been the great evil of the primary school, and consequently the substitution of *real* instruction in its place, is the great point to be aimed at in all improvement. Real instruction may be said to hold a medium position between two extremes: between mere verbal knowledge on the one hand, and vague generalities on the other. I would not be too sanguine as to the rapid realization of all that could be wished for on this head; but I cannot but believe that the arrangements connected with pupil-teachers, viewed as a whole, are working very favourably towards this result. In the monitorial schools, they offer the means of engrafting a higher mental and moral influence upon the original routine, while in the training schools they connect the generalities of perpetual gallery teaching with a more individual exercise of the faculties. In many schools it is probable that a cursory observer would detect but little immediate improvement from the assistance of pupil-teachers. A few advanced boys, at the head of all the rest, are quite sufficient in all cases to give an *appearance* of intellectual vigour in a simultaneous examination. But the main body of the school (those *masses* for whose benefit it exists, and whose progress must ever be regarded as the great object of the teacher) soon begins to evince the superior energy thrown into their daily instruction by exhibiting a more graduated scale of acquirement, and by the more rapid dissipation of that thick haze of ignorance and mental torpor which too often hangs over all the classes but the first. Thus the problem of the primary school receives by this agency a far more complete and practical solution than before.

Examination of masters and mistresses.—Since the last report was issued, I have conducted *seven* general examinations of schoolmasters and mistresses; the process of which, together with the preparation of examination papers and investigation of the written answers, has occupied some two or three months. This department I have every reason to regard as one of the

most important features in the effort which is now being put forth to raise the standard of primary education. Whatever be the sums of money expended upon building schools, whatever steps may be taken for bringing the children of our whole population more generally under instruction, yet little good can be effected without a proper supply of active, energetic, and well-qualified teachers. To begin with making improvements here, is assuredly beginning at the right end, and at the same time following the course of the truest economy. A bad teacher *costs* as much as a good one, while the amount of instruction he affords is incomparably smaller.

A good deal of discussion has from time to time been carried on in the country respecting the standard which has been fixed for these examinations; and it has not unfrequently been represented as absurdly high for the class of teachers for whom it is intended. From the experience of the examinations themselves, I am far from thinking this to be the case. First of all, the questions which present any real amount of difficulty are included in a schedule of subjects, which it is quite optional for any of the candidates even to attempt; and which are by no means *necessary* therefore in order to secure a certificate of merit. Again, in reference to those papers which are compulsory, the questions are so arranged, that the more difficult ones can be passed by, and the easy ones selected by any teacher, who does not feel himself competent to answer the former satisfactorily. Two advantages are thus secured, first that of giving a choice of questions to every candidate, out of which, if at all prepared he is most likely to find one at least within his compass; and secondly, that of doing justice to the laborious, by giving them the opportunity of proving their proficiency or ability upon more advanced points. A positively low standard would make the certificate worthless, and give no stimulus whatever to self-improvement, and as to the actual standard employed, the number who have already passed successfully is sufficient to prove that there are not a few already equal to it; and that when normal-school education becomes more general and more complete, there will be very few indeed to whom it is inaccessible.

Nor is it a slight thing to have the most important subjects of study systematised and arranged, so as to aid the process of self-tuition. A vast amount of labour has been hitherto thown away by men of zeal and mental activity, from not possessing either a clear idea of the direction in which their efforts should be put forth, or a knowledge of the best text-books for daily use. Information of this kind will now be supplied; the duty of instructing the pupil-teachers, and the requirements of the examination, will keep the mind active, and the efforts thus drawn forth will be economised to the best

advantage. The fear which some appear to entertain, that the additional mental stimulus will absorb or counteract any portion of moral influence, would appear wholly groundless to any one who has much experience in schools as they actually exist. In nine cases out of ten the sluggish intellectual state of a school, in regard to the main subjects of instruction, indicates an analogous moral apathy; while it is the teacher that is most alive to the real wants of childhood, intellectually speaking, who almost uniformly knows best how to appeal, not to the fear of punishment, but to the affections and the conscience. The impulse which the examinations have thus given throughout the country to mental activity on the part of the master, is one of the surest omens for the future success of the schools themselves.

In fine, I cannot but think, that, with all the drawbacks and difficulties experienced, a new era has dawned upon our country, as it regards the education of the people. The effect of your Lordships' Minutes is very far from being confined to the schools which come more directly under their influence. The plans now proposed, the course of study pointed out, the practical improvements suggested, the general stimulus afforded by the Committee of Council, all have their weight upon multitudes of schools to which those Minutes have no immediate reference. Emulation, competition, laudable zeal for progress, all combine to further the work, and co-operate towards the final result. It matters little whence a plan—a truth—a vigorous idea—may spring; only let it appear, and it must surely work its way. Abuses become rectified, dullness reproved, efficiency rewarded, and all, in the end, benefited and blessed.

I have only, in conclusion, to express my sense of the courtesy and the zeal of most of the school committees with which I have had the honor of coming into connexion. The pleasing intercourse thus afforded has indeed greatly contributed to alleviate the labour of a year's occupation, which, in addition to the other objects, has involved the travelling of more than 6,600 miles, and brought more than 19,500 children under my inspection.

I have the honor to be, &c.,

J. D. MORELL.

To the Right Honorable the
Lords of the Committee of Council on Education.

Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected in Northern and Eastern Counties of England, by Her Majesty's Inspector of Schools, J. D. Morell, Esq.; for Years 1848-9.

1848.

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Children: For whom Accommodation is provided.	Now in ordinary Attendance.	Admitted in the last 12 Months.	Who have left within the last 12 Months.	Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Easy Narratives.	Holy Scriptures.	Books of General Information	Number of Children Writing on Slates: From Copies.	From Dictation or Memory.	Abstracts or Composition.	Number of Children Writing on Paper: From Copies.	Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Addition.	Subtraction, Multiplication, and Division.	Compound Rules and Reduction.	Proportion and Practice.	Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Grammar.	History of England.	Vocal Music, from Notes.	Linear Drawing.	Geometry.	Mensuration.	Algebra.	Tenure of School.
1. Thirsk, Yorkshire, B.S. October 4, 1848 Boys'	120	100	33	23	102	20	30	50	50	30	.	.	70	50	20	25	40	30	20	10	100	50	20	.	.	3	2	2	Freehold school-room & house.
2. Patricroft, B.S. October 20 . . . Boys'	200	50	102	51	45	.	24	.	26	.	40	.	50	12	7	.	9	8	26	7	26	26	26	12	4	.	1	.	In trust for education.
Girls'	100	100	173	49	92	20	24	.	16	14	4	.	24	4	16	9	6	3	.	.	16	16	.	.	.	.	.	.	
3. Rusholm Road, Manchester (W.S.) October 23 . . Boys'	200	110	160	120	110	.	12	28	70	20	40	.	90	.	.	.	30	20	7	15	40	40	40	40	.	.	4	.	Freehold of Inheritance.
Girls'	120	70	.	.	60	30	30	20	17	25	.	.	40	.	20	28	12	.	.	.	all	18	all	.	.	.	.	.	
Infants'	135	110	70	70	125	135	20	.	.	.	.	.	.	.	110	.	.	.	.	.	.	.	.	.	.	.	.	.	
4. Staly Bridge (B.S.) October 24, Boys and Girls in same room. See March, 1849.																													
5. Mayfield, Manchester, Boys and Girls B.S. October 25.	130	130	50	50	135	.	12	60	50	40	55	.	90	.	.	27	40	60	8	4	100	100	50	general	6	.	2	4	Leasehold, in trust for education.
6. Droylsden, B.S. Boys and Girls together	150	130	100	80	124	.	25	.	90	36	20	14	85	.	.	12	86	18	12	16	90	90	50	.	.	.	6	2	Private property
October 26 . . Infants'	108	108	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
7. Salford, P. Oct. 27 Boys'	100	48	Recently		45	8	10	.	30	20	30	30	36	6	10	.	20	10	10	4	30	30	7	.	gen.	4	4	4	Freehold of inheritance.
Girls'	100	38	opened		38	9	8	.	16	.	16	16	16	6	4	.	7	3	.	.	16	16	.	.	.	.	.	.	
8. Manchester, N.C.S. October 30 . . . Boys'	250	250	100	100	250	.	170	70	70	36	In all classes	40	224	.	.	50	70	36	40	50	120	120	40	try ear.	.	40	12	6	
Girls'	100	100	30	30	100	30	20	20	20	30		10	70	.	30	25	20	23	.	.	50	50	20		.	.	.	.	

10. Lower Mosely St., Manchester. November 1. .	Boys'	250	220	150	100	230	.	30	60	130	20	70	70	210	.	25	60	60	50	30	30	130	130	35	40	.	2	.	3
	Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11. Salford N.C.S. Nov. 3	Boys'	100		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Girls'	.	100	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

1. *Thirsk, Yorkshire.*—The boys' school here is in a very fair state of organization; the discipline is thorough, but rather strict than mild; the methods and the instruction both effective to a considerable extent; the master working with much diligence and success upon a somewhat rough material. The girls' school is at present backward, the numbers few, and the instruction elementary. See also September 10th, 1849.

2. *Patricroft.*—These schools are going forward with much harmony, under the care of a master who throws an excellent spirit into all his instruction, and is well supported by the warm encouragement of the Committee. Considering the materials to be worked upon, much has already been effected; and the increasing intelligence of the children affords a pleasing example of the effects which flow from the manifestation of a genuine desire and a corresponding exertion for their improvement. To the infant school there is now added a separate apartment for elder girls, so that in process of time the institution may become complete in all its branches. Pupil teachers recommended.

3. *Rusholme Road, Manchester.*—These schools have hardly realized yet in point of numbers all the success that was hoped for by the promoters. In the boys' school there is however a fair attendance of children, and the master carries out the Glasgow training system with much energy, both in the discipline and instruction of his scholars. The juvenile age of most of the children alone prevented, at this inspection, the apprenticeship of a greater number of candidates. Simultaneous reading very good. Considerable ability shewn in the analysis of the lesson, both on the part of the master and scholars. General knowledge derived from collective lessons varied and well impressed. The infant school is excellently conducted by a master of good acquirements, and great knowledge of the wants and requirements of infancy. The girls' school is just reviving after a period of actual dissolution.

4. *Staly Bridge.*—For report on this, see March 2nd, 1849.

5. *Mayfield, Manchester.*—This is a school attached to Messrs. Hoyle's print-works, and supported wholly by that firm. The boys and girls are taught together in a handsome sunny room, well fitted up, and furnished besides with a good organ, which is used in teaching singing. The master and mistress have evidently bestowed much pains both upon the discipline and instruction of the children, and take a very proper pride in the clean, orderly, and neat appearance of the whole school. It is one of those schools which is merely adapted to give the elements of primary instruction, but calculated at the same time to infuse those perceptions of order, propriety, and correct taste which have a lasting influence upon the mind, and foster an early tendency in the young for good and useful pursuits.

6. *Broughton.*—A very neat and orderly British school, supported mainly by the Messrs. Hoyle, whose works are in the immediate neighbourhood. The boys and girls are taught together, by a master of very unaffected earnestness in his work. The usual branches of instruction maintain about a fair average; the writing, generally speaking, is above the average of British schools. With the aid of pupil teachers, there is every prospect of an increasing and an improving school, already highly beneficial to the neighbourhood around.

7. *Salford.*—A new school, constructed entirely upon Scottish plans and methods. The master and mistress both appear intelligent and energetic. The recentness of its formation prevents at present any very decided judgment being passed upon its efficiency. There seem to be materials, however, to warrant the expectation of its becoming, in time, a useful institution.

8. *Manchester (New Church School).*—These are amongst the best primary schools I have yet had the pleasure of inspecting. They are organized on the method of circular classes, and have been working for many years, under the instruction of a master, aided by one adult assistant, and several paid teachers of a younger grade. Reading very fair; arithmetic excellent; geography, grammar, writing, all satisfactory. The whole spirit of the discipline and instruction appears to be mild and yet firm; and the large numbers which ever attend and fill up the vacancies as they occur, is a sufficient proof of the appreciation in which the whole institution is held by the neighbourhood. The girls' school partakes of the same character, with somewhat less of vigour and efficiency than the boys'. The chief deficiency is want of more school room.

9. *Cheetham Hill.*—This is a school now rising, after a period of depression, into new life and vigour. The earnestness of the Committee to bring every available advantage to bear upon it is an augury of future success. The master and mistress are both efficient and diligent, and one or two of the children appear to have an adaptation for monitorial teaching. Two pupil teachers recommended for each.

10. *Lower Mosley.*—Boys'. Little more need to be said respecting this school beyond what appeared in the last report. The general organization and plans remain the same; the only new element which has been infused into the school routine, is the more regular employment of a staff of pupil teachers, who have manifestly added strength and efficiency to a process of instruction already well arranged and vigorously applied. The ordinary and more technical parts of the school routine are now admirably served, and that with highly satisfactory results; in some departments, such as geography, history, &c., there is still room for considerable improvement—an improvement, however, which will in all probability be readily effected.

11. *Salford.*—This is a recent school, which is attempting to follow in the footsteps of the one in Manchester, above described. No great results could be as yet expected, but there exist elements of good will and methods of practical utility, which may, in time, develope something vigorous and efficient.

Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Children: For whom Accommodation is provided.	Number of Children: Now in ordinary Attendance.	Number of Children: Admitted in the last 12 Months.	Number of Children: Who have left within the last 12 Months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing on Slates: From Copies.	Number of Children Writing on Slates: From Dictation or Memory.	Number of Children Writing on Slates: Abstracts or Composition.	Number of Children Writing on Paper: From Copies.	Number of Children Writing on Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Number of Children learning other Subjects: Grammar.	Number of Children learning other Subjects: History of England.	Number of Children learning other Subjects: Vocal Music, from Notes.	Number of Children learning other Subjects: Linear Drawing.	Number of Children learning other Subjects: Geometry.	Number of Children learning other Subjects: Mensuration.	Number of Children learning other Subjects: Algebra.	TENURE OF SCHOOL.
12. Wavertree I.S. November 10	200	90	20	30	65	30	10	10	12	60	30	12	22	.	6	18	12	.	.	.	25	25	15	20	.	.	.	.	In trust for education of the poor.
13. Hibernian School, Liverpool.																													
Nov. 6 and 7 . Boys'	200	147	219	236	156	40	26	49	66	70	100	12	80	.	57	40	30	20	12	5	50	58	12	.					
Girls'	200	127	214	192	125	33	92	21	46	80	85	.	46	.	70	.	90	14	.	.	68	68	.	60	.	.	.	.	
14. Harrington School, Liverpool.																													
Nov. 8 and 9. . Boys'	230	208	.	.	.	16	77	47	68	47	.	.	161	.	59	.	70	31	40	7	No Return.								
Girls'	100	90	.	.	94	20	25	23	49	60	23	.	34	.	.	.	.	5	6	.	39	23	.	.	.	.	.	.	
Infants'	200	140	.	.	151	90	40	.	.	40	.	.	.	.	100	.	.	.	.	.	.	.	.	.	.	.	.	.	
15. Jordan-St., Liverpool, W.S.																													
November 14. . Boys'	250	100	.	.	99	25	20	20	35	35	18	12	65	12	20	15	21	30	12	12	30	30	.	.	.	2	.	.	
Girls'	250	92	80	80	93	35	40	32	32	69	15	.	70	.	50	40	35	10	.	.	15	15	.	.	.	.	.	.	
Infants'	200	90	80	80	80	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
16. Rainhill, B.S. Nov. 15	.	.	.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
17. Galgate, B.S. Nov. 20																													
Girls'	80	50	.	.	50	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
18. Lancaster, B.S. Nov. 21																													
Boys and Girls together	250	150	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
19. Redhill, W.S. Sheffield.																													
Nov. 23 . . . . Mixed	200	150	98	96	145	20	20	50	60	50	20	.	100	.	30	.	30	40	20	8	20	12	.	all	.	.	3	.	In trust for school purposes.
Infants'	120	95	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
20. Park, W.S. Sheffield. Nov. 24																													
Boys' and Girls'	200	130	.	.	140	16	20	60	40	30	60	.	100	.	50	30	40	30	12	4	40	40	(a)	40	40	12	12	12	In trust for school purposes.
Infants'	200	70	.	.	70	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	

21. Rawcliffe, W.S. Nov. 27 . . . . Mixed	80	40	.	.	40	10	10	10	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Hired for school-purposes.
22. Goole, W.S. Nov. 28 Boys' and Girls'	120	70	.	.	.	26	23	.	32	15	32	.	50	.	20	.	12	12	12	6	32	32	32	.	.	.	6	.	

(*a*) Collective Lessons.

GENERAL OBSERVATIONS.

12. *Wavertree.*—This is a neat village school, chiefly under the support and patronage of two ladies, who take a very laudable and a very practical interest in its welfare. The mistress is a lively, intelligent teacher, thoroughly imbued with the plans and the spirit of the infant-school normal institution. The Scriptural knowledge is imparted very carefully by one of the ladies above-mentioned. Little can be said about the practical attainments of children at so early an age; but the discipline, and particularly the singing, are excellent; and a good amount of Scriptural and other information is conveyed by gallery lessons to the elder scholars.

13. *Liverpool, (Hibernian School).*—The girls' school retains the same degree of vigour and excellency which was described in the last year's report. The unwearied exertions of the ladies' committee, allow no means of improvement to pass by unnoticed. In the boys' school a very considerable improvement has taken place. Reading, arithmetic, geography, are all in a state of gradual advancement. A little more order in the arrangements, and somewhat firmer discipline, are chiefly requisite to make the school quite satisfactory. The institution as a whole is based on the most liberal principles, and, conducted with vigour and good management, is one which cannot but be regarded with sincere satisfaction, as a veritable boon to the neighbourhood to which its influence extends.

14. *Liverpool, (Harrington School).*—This is another excellent institution, in which nearly 500 children are furnished with the most useful elements of primary instruction. The pupil-teachers who were appointed in both schools last year, have been working with good effect, and, being all placed under the intelligent and assiduous instructions of the master, have made very considerable progress in their own studies. The reading in both boys' and girls' school, (that of the pupil-teachers particularly,) is the best specimen of expression I have yet met with. In the boys' school the arithmetic is particularly successful. The infant school is well conducted by a mistress of good abilities, aided by two pupil-teachers. The whole institution, situated as it is in a dense and needy neighbourhood, is one of the few happy omens we possess for the gradual elevation of those classes in our large towns, which now present the most painful object at once of interest and sorrow to the real philanthropist.

15. *Liverpool, (Jordan St. School).*—These schools formerly on the British are now organised on the Glasgow system. The boys' school manifests the results of a very careful process of instruction, and in very few instances have so good papers been worked at the first year by candidates for apprenticeship. Writing and arithmetic both good. The general instruction afforded by the daily gallery lessons, appears to be varied, and the discipline to be well sustained by persuasion rather than coercive measures. The girls' school is at present *defective*, the instruction quite in an elementary condition.

16. *Rainhill.*—The decease of the master had caused these schools to be closed for a time. At the date of inspection they were just re-opened; a master and mistress being appointed, but not having regularly entered upon their duties.

17. *Galgate.*—This is simply a girls' school, very well conducted by an active and intelligent young woman, trained at the Borough Road school. The discipline of the school is good, and the spirit pervading it pleasing; but the instruction is at present rather limited in extent.

18. *Lancaster.*—This is a British school in which boys and girls are instructed in the same room. There is a class room and gallery recently added, which is now used for supplementing the monitorial agency with some amount of collective teaching. In the higher classes, the knowledge of the children appeared on the whole satisfactory, but a too rapid decline was visible in passing to the lower division. The agency of pupil-teachers will in all probability remedy this defect in process of time. Some of the elder boys had advanced in mensuration &c., far beyond anything they could really comprehend; too much in accordance with the prejudices of parents.

19. *Sheffield, (Redhill).*—This is a training school, under a diligent and conscientious teacher. The discipline is mild and persuasive, but hardly sufficiently firm and vigorous. The main division exhibits a very fair amount of instruction, the others proportionally much less. The general spirit pervading the school pleasing.

20. *Sheffield, (Park School).*—Another training school in a populous part of the town, with an infant school attached. The higher school is in an excellent state of discipline, and the examination of the children proved that they had been carefully instructed in most of the usual branches. The master evidently possesses good abilities both as a trainer and a teacher, and by the aid of a few years' experience will, in all probability, realise in his labours an undoubted measure of success. The infant school is satisfactorily conducted, although the candidates proposed for apprenticeship were decidedly backward for their age, and only one competent to pass.

21. *Rawcliffe.*—A small village school, which at the date of inspection, was under a good teacher who has since removed. A few of the elder boys were advancing very satisfactorily; but the mass of the school consisted of children either too young or too backward in their previous mental development to present any decided results.

22. *Goole.*—A fair specimen of a small training school, discipline mild, instruction fair, the candidates for apprenticeship showing some adaptation for teaching. A little more vigour desirable, to give life and tone to the whole school and add mental activity to the good spirit which already prevails.

Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL AND DATE OF INSPECTION.	Number of Children: For whom Accommodation is provided.	Number of Children: Now in ordinary Attendance.	Number of Children: Admitted in the last 12 Months.	Number of Children: Who have left within the last 12 Months.	Number of Children: Present at Examination.	Number of Children Reading: Letters and Monosyllables.	Number of Children Reading: Easy Narratives.	Number of Children Reading: Holy Scriptures.	Number of Children Reading: Books of General Information.	Number of Children Writing on Slates: From Copies.	Number of Children Writing on Slates: From Dictation or Memory.	Number of Children Writing on Slates: Abstracts or Composition.	Number of Children Writing on Paper: From Copies.	Number of Children Writing on Paper: Abstracts or Composition.	Number of Children learning Arithmetic: Numeration and Notation.	Number of Children learning Arithmetic: Addition.	Number of Children learning Arithmetic: Subtraction, Multiplication, and Division.	Number of Children learning Arithmetic: Compound Rules and Reduction.	Number of Children learning Arithmetic: Proportion and Practice.	Number of Children learning Arithmetic: Fractions and Decimals.	Number of Children learning other Subjects: Geography.	Number of Children learning other Subjects: Grammar.	Number of Children learning other Subjects: History of England.	Number of Children learning other Subjects: Vocal Music, from Notes.	Number of Children learning other Subjects: Linear Drawing.	Number of Children learning other Subjects: Geometry.	Number of Children learning other Subjects: Mensuration.	Number of Children learning other Subjects: Algebra.	TENURE OF SCHOOL.
23. Hull Savings Bank School, Nov. 30 . . . . Boys'	220	160	108	100	.	30	25	60	40	40	20	.	110	.	20	.	40	70	30	10	80	40	.	30	.	6	6	.	In trust.
Girls'	206	134	.	.	.	20	20	80	20	70	.	.	73	.	30	.	25	73	.	.	40	40	.	20	.	.	.	.	
24. Barton W.S. Dec. 1 Boys' and Girls'	120	50	.	.	65	16	16	.	16	12	6	.	40	.	6	.	30	12	3	2	(a)	12	.	(a)	12	.	.	.	In trust.
Infants'	60	.	.	.	45	.	.	.	.	.	.	.			.	.	.	.	.	.	.	.	.	.	.	.	.	.	
25. Louth B.S. Dec. 4 & 5 Boys'	250	280	(b)	(b)	242	60	90	88	82	60	.	.	260	120	40	60	45	22	14	8	62	62	.	.	.	.	5	.	
Girls'	250	137	.	.	118	46	34	59	18	92	44	10	92	.	30	10	17	8	1	.	32	32	.	.	.	.	.	.	
26. Newark W.S. Dec. 7 Boys' and Girls'	150	120	100	30	110	35	30	25	35	25	90	.	50	.	35	25	25	10	4	12	90	60	40	.	30	.	6	5	In trust.
27. Nottingham, B.S. Dec. 8 . . . . Boys'	Not examined.																												
Girls'	100	50	30	4	46	.	20	20	10	.	30	20	50	.	20	12	10	8	.	.	50	24	30	.	.	.	..	.	
28. Loughborough, B.S. Dec. 11 . . . . Boys'	150	100	158	.	101	11	25	30	35	42	100	20	71	.	7	.	16	21	17	10	20	71	10	all	20	3	.	.	
Girls'																													
29. Ibstock, B.S. Dec. 12 Boys' and Girls'	100	97	150	.	92	30	20	25	25	30	30	.	70	.	10	20	20	20	10	3	40	40	40	.	8	.	1	.	In trust.
30. Aspley Guise, B.S. Dec. 14 . . . Mixed	120	80	64	.	82	12	13	28	20	30	.	.	32	.	.	16	20	10	5	1	20	20	12	.	.	.	.	.	Private property
31. Hitchin, B.S. Dec. 15	See September 25th, 1849.																												

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Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

1849.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books aged										In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.															
34. Halstead B.S.																																			
Boys'		79	.	.	.	26	48	25	50	50	2	9	.	30	20	8	.	42	.	50	40	25	50	18	.	.	.	.	.	.	.	.	.	.	.	80
Girls'		60	.	.	.	.	.	24	24	48	.	2	.	24	.	15	.	40	.	30	25	14	48	14	12	.	.	.	.	.	.	.	.	.	.	65
Infants'		52	.	.	.	.	.	.	.	.	.	.	.	.	4	76	.	.	.	.	12	.	6	12	80	.	.	.	.	.	.	.	.	.	.	80
35. Barfield, Great, B.S.																																			
Boys'		60	.	5	.	10	.	10	30	30	5	8	15	20	12	20	.	30	.	10	30	16	40	20	.	.	.	.	.	.	.	.	.	.	.	75
Girls'		61	.	.	.	.	.	.	8	27	.	.	12	15	12	30	.	24	.	8	40	16	32	30	.	.	.	.	.	.	.	.	.	.	.	70
Infants'		25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30	.	.	.	.	.	.	.	.	.	.	30
36. Witham, B.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
37. Baddow, Little, B.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
39. Sudbury, B.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
40. Hadleigh, B.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
41. Ipswich, W.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
42. Saffron Walden, B.S.																																			
Boys'		92	.	.	.	.	.	.	20	50	2	14	12	37	25	14	.	75	.	104	29	20	43	32	9	14	22	24	15	10	10	5	4	5	25	104
43. Clavering, B.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
44. Haddenham, B.S.																																			
Girls'	1 2 *g.*	44	.	6	67	.	.	10	22	22	.	1	2	5	6	13	.	22	.	.	.	22	44	18	8	20	6	9	5	9	6	4	8	19	29	57
	3 to 5 *f.*			(*b*)	(*c*)																														
45. Boston, B.S.																																			
Boys'	1 to 3 *m.*																																		
	4 to 6 *f.*	245	.	.	8	10	.	28	28	80	2	7	40	75	40	.	6	180	.	All.	.	196	156	80	80	110	32	49	41	27	14	12	2	195	232	280
	7 8 *g.*	(*a*)																																	

46. Boston, B S. Girls'. . .	1 to 4 *f.* 5 to 8 *g.*	139	.	.	180 (*c*)	.		30	30	50	.	5	67	.	129	129	.	68		50	112	140	140	21		62	24	26	26	20	11	9	3	100	124	144
47. Hull, Holdness Ward, B S. Boys'. . .	1 *g.* 2 to 5 *f.* 6 to 8 *g.*	186	16	.	16	20	30	84	84	84	16	16	44	13	28	13	.	166		84	73	84	95	77	60	90	30	33	37	30	14	8	7	139	187	12
48. Girls' . . .	.	.	.	.	.	.		.		.	.	.	.	.	.	.	.	.		.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.

(*a*) With 20 monitors. (*b*) To cut out and make clothes. (*c*) To sew or knit.

NOTE.—The letters in the 2nd column are thus explained;—*e*, signifies excellent; *g*, good; *f*, fair; *m*, moderate; *i*, indifferent.

GENERAL OBSERVATIONS.

34. *Halstead.*—Inspected January 9th, 1849.—Here is a complete apparatus of boys', girls', and infants' schools, all served by teachers of very fair abilities and conducted on the monitorial plan, with some amount of collective teaching combined. The instruction extends to the usual branches of education adopted in the more modern British schools, and is carried on with a fair amount of efficiency. Singing by sight is also taught, and considerable ingenuity is shown in the apparatus employed in the boys' school for illustrating the elements of physical science. Pupil-teachers recommended.

35. *Great Bardfield.*—Inspected Jan. 11th, 1849.—This institution comprehends a boys', girls', and infants' school, situated in a purely agricultural village, and conducted in extremely neat and commodious premises. Being schools of comparatively recent date, and having to work upon a somewhat uncultivated material, no very advanced results could yet be expected. The orderly and neat appearance presented, however, is very pleasing. Both master and mistress have evidently been working diligently to bring the school into its present state, which is gradually working up to the fair average of British schools in similar localities of our country, in respect to instruction in the more useful branches of knowledge.

36. *Witham.*—Inspected January 12th, 1849.—This was originally a Lancasterian school, but not being able to maintain two teachers the Committee have procured a master from Glasgow who united much of the training system with the original plan, and teaches boys and girls together. From a cursory inspection the school appeared to be in a fair state of discipline, but exibiting a very moderate amount of instruction.

37. *Little Baddow.*—Inspected January 19th, 1849.—A small village school, which I visited by invitation, consisting of about 50 children, boys and girls, who are instructed in the simple elements of learning by a trained master, and exhibit a fair amount of knowledge in the branches which form part of the daily routine.

39. *Sudbury.*—Inspected January 23rd, 1849.—These consist of three separate schools, a boys', a girls', and an infants'. Of the three, the girls' school is on the whole the best, the mistress quiet, yet active, intelligent, and effective, the pupil-teachers working well to second her efforts. The boys' school is improving, and as the pupil-teachers get more experience in teaching (in which they are at present somewhat defective), greater force will be thrown into the middle drafts. The infant school very pleasing and extremely popular in the town. The whole institution well conducted, premises neatly kept, some of the committee very attentive to watch and stimulate the progress of the children.

40. *Hadleigh.*—Inspected January 24th, 1849.—A school conducted in a good spirit, with a moderate amount of instruction; wanting in modern methods, more than in zeal or capacity to apply them.

41. *Ipswich.*—Inspected January 25th, 1849.—A small Glasgow school, conducted by a master well trained, with two pupil-teachers who exhibit some ability in teaching. The discipline is well sustained, the routine of instruction is of average comprehension, and the children exhibit a fair amount of knowledge in the various subjects inculcated.

42. *Saffron Walden.*—Inspected January 29th, 1849.—This school exhibits the traces of considerable inefficiency and neglect on the part of some former teachers. A new teacher has recently been appointed, and it remains to be seen what progress will be made by next year. Reading very defective, instruction at present moderate in extent, discipline very fair, and the school apparently improving.

43. *Clavering.*—Inspected January 30th, 1849.—A village school amongst a rough agricultural population. The master has great credit for unusual perseverance in his own self-education, and the labour he has bestowed in the formation and subsequent conduct of the school. Though young he has obtained a second-class certificate, and succeeded in establishing an excellent moral influence over the children. It is greatly to be hoped that the financial state of the school may enable him to obtain the reward of his zeal and industry.

44. *Haddenham.*—Inspected February 15th, 1849.—This is a very interesting and active little girls' school, much beyond the average of similar village schools. The discipline and instruction both, generally speaking, satisfactory. Reading and writing both good. Mental arithmetic and grammar very fair. Slate arithmetic and geography somewhat defective. Pupil-teachers conducting their classes satisfactorily.

45 and 46. *Boston.*—Inspected February 16th, 17th, and 19th, 1849.—This is one of the old established British schools which has retained its purely monitorial type down to the present time. The boys' school is far too large to be efficiently managed by a single teacher, and consequently, although the discipline is well preserved, and the master exerts himself to the utmost, the results are not satisfactory in proportion to the labour. The necessity of teaching something to so many, prevents the possibility of teaching much to any. The reading, geography, and arithmetic, however, are very fair, and the singing pretty good. The girls' school being smaller, and having more teaching assistance, is better in the department of instruction than the boys'. Reading good. Geography and arithmetic fair. Grammar moderate. The school improving, and likely, with pupil-teachers, to become efficient, and generally satisfactory.

47. *Hull.*—Inspected February 20th and 21st, 1849.—The main feature of excellence in this school is the good discipline, and the cheerful spirit which pervades the whole of the children. The master has the art of gaining the entire confidence and affection of his pupils. By this means he is able to exert a very wholesome influence over them, which seems indeed to be universally felt throughout the school. The numbers being large, the school accommodation hardly sufficient, and there being no class-room or gallery to supplement the defects of the monitorial agency by any collective teaching; the whole department of instruction shows some tendency towards that species of technicality which is almost inseparable from such circumstances. Reading good. Geography very fair. Grammar moderate. The girls' school is not yet fit for pupil-teachers, the mistress has, however, been very recently appointed, and is not responsible for the present state of the school. There is a good prospect of improvement.

Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scripture.	Easy Narrative.	Letters and Monosyllables.	Number of Children on the Books aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
49. Skipsea, W.S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
50. Filey, W. .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
51. Flockton, B.S.	1 2 3 4 5 6 7 *f.*	98	.	.	.	.	.	28	28	28	1	.	7	5	30	.	1	70	30	33	40	33	20	28	54	14	4	5	9	10	6	1	41	87	80
52. Lees Zion, B.S. Boys' . .	1 *g*, 2 to 6 *f*, 7 8 *g*.	117	2	2	.	.	.	22	21	65	7	9	25	12	36	20	.	8	110	.	8	20	75	99	94	7	22	13	18	24	20	24	7	5 *g*	215	228	128
53. Stalybridge, Factory, B.S. Boys' . .	. .	.	.	7	.	6	40	20	150	40	19	20	30	29	96	.	45	128	.	45	32	85	88	51	16	16	30	18	36	36	37	38	9	246	300	240
54. Manchester. Jews . . .	. .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	not known.	.	.	.
55. Ancoats Lyceum, B.S. Boys' . .	1 to 4 *f*, 5 to 8 *m*.	245	.	.	.	.	.	.	18	53	5	3	11	17	107	105	.	38	.	27	220	58	58	102	32	.	.	.	.	.	.	.	.	.	240	240
56. Cambridge, B.S. Boys' . .	1 *g*, 2 to 4 *f*, 5 to 8 *m*.	230	.	6 *e*	12	30	40	80	120	120	20	20	30	20	40	30	30	70	20	40	80	80	80	48	30	30	22	19	21	19	21	13	9	120	130	240
57. Girls' & Infts.'	1 to 7 *f*.	91 *g*	20 (*a*)	23 (*b*)	90 (*c*)	.	.	.	46	90	.	2	16	27	32	18	30	48	.	17	45	84	84	30	16	22	25	16	25	19	21	13	9	3	44	68	90
58. Biggleswade, B.S. Girls' . .	1 to 4 *f*, 5 6 7 8	65	.	6	50	.	.	.	11	18	.	.	12	9	14	9	.	35	.	11	65	60	60	22	9	.	.	.	.	.	.	.	.	.	.	55
Boys' . .		.	.	See September 24th, 1849.							.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

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Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

	NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books aged											Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
				Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.																			
																		Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
60.	Aylesbury, B.S. Boys' . . .	1 2 *g*, 3 to 6 *f*, 7 8 *g*	114	.	.	.	.	.	9	30	30	5	10	.	9	14	30	.	50	.	28	30	30	70	41	19	56	15	12	16	10	8	7	6	.	.	108
61.	Bolton, B.S. Boys' . . .	1 *g*, 2 *f*, 3 to 8 *m*	104	.	.	.	20	.	24	38	46	8	10	17	38	40	48	.	60	.	24	81	34	39	39	53	36	14	18	30	35	24	7	1	139	172	140
62.	Radcliffe, W. Boys' . . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Girls' . . .	1 *g*, 2 to 4 *f*.	93	50 (*b*)	90 (*c*)	.	.	.	.	37	37	.	14	12	12	14	.	.	50	.	.	54	.	55	34	15	28	21	18	11	10	13	11	4	36	30	85
63.	Liverpool, Mauesty-lane, B.S. Boys' . . .	1 2 *g*, 3 to 6 *f*.	3	.	.	.	.	41	41	417	100	13	8	20	33	23	22	2	56	41	25	53	41	41	59	9	20	19	21	16	16	15	6	6	45	49	90
	Girls' . . .	1 2 *m*, 3 to 6 *f*.	116	.	108 (*b*)	10	.	.	.	14	82	.	.	16	10	40	16	.	38	.	33	42	38	52	32	38	14	13	11	19	15	11	11	13	33	36	100
64.	Doncaster, B. S. Boys' . . .	1 2 *g*, 3 4 *f*, 5 *g*.	219	.	7	12	75	.	44	90	83	29	29	33	22	30	25	44	68	44	46	38	104	104	41	103	90	37	30	31	18	25	14	3	148	140	228
65.	Doncaster B. S. Girls' . . .	1 *g*, 2 to 6 *f*, 7 8 *t*.	210	.	151 (*a*)	224 (*b*)	.	.	26	64	114	.	4	86	.	30	128	.	92	.	92	156	127	127	37	84	94	40	16	23	26	15	16	18	53	82	198
66.	York, Albion-street, W. Boys' . . .	.	146	.	10	4	13	.	50	51	104	30	20	15	9	29	66	21	104	24	54	24	58	65	29	17	31	30	27	22	14	20		16	44	78	140
67.	York, St. George's, W. Mixed . .	1 to 3 *f*. 4 5 *t*.	128	.	.	.	4	.	25	25	45	5	14	20	12	12	12	.	50	.	20	50	27	40	45	25	25	.	.	.	.	.	.	.	50	40	110
				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Infants' . .	rather m.	.	.	.	.	15 (b)	.	.	.	8	8	.	.	.	2	6	.	.	5	.	.	12	.	12	12	71	100	5	.	.	.	.	.	.	78	76	76

(a) To cut out and make clothes. (b) To sew or knit.

GENERAL OBSERVATIONS.

60. *Aylesbury.*—Inspected March 29th, 1849.—The chief defect here is the want of school accommodation. As far as this permits, the discipline of the school is very vigorously administered, and the attention of every child kept fully awake. The instruction is also satisfactory. Geography, grammar, and writing good. Reading and arithmetic fair. The girls' school appears to be improving, but is hardly advanced at present so as to admit of pupil-teachers.

61. *Bolton.*—Inspected April 4th, 1849.—This school has manifestly improved since my last visit. The discipline appears effectively administered, and the instruction presents a pretty fair average both in quantity and quality. The master is recently appointed, but has already exerted a decided influence for the better. Pupil-teachers working and progressing satisfactorily. The girls' school is given up.

62. *Radcliffe.*—Inspected April 5th, 1849.—The boys' school being unfortunately held under the chapel, is ineligible for aid under the present minutes. This is the more to be regretted, as it is eminently deserving of all encouragement. The children passed a tolerably varied examination with much credit to themselves and their teacher. The girls' school, in which are two pupil-teachers, has made visible improvement. The instruction is at present somewhat too technical; but some few of the girls answered very readily simple questions in geography and grammar. School accommodation defective. Discipline gentle and kind.

63. *Liverpool.*—Inspected April 9th and 10th, 1849.—These are in many respects good schools, but there are some improvements still requisite to make them complete. The boys' school is held in a room at once too small and inconveniently shaped; this circumstance is by no means favourable to the proper discipline of the children, which is not yet so perfect as it should be. Of the instruction, on the contrary, I can speak in the highest terms; it is varied, well impressed, and by no means technical, the collective and the class teaching being duly intermingled and producing a very good result. The girls' school is well disciplined, the mistress exerts a very satisfactory moral influence, and the reading is good among the elder classes. Methods not so well adapted to develop the understanding. Instruction conveyed in far too technical a manner. There are however abundant elements of improvement if put into proper operation.

64 and 65. *Doncaster.*—Inspected May 4th, 1849.—Large Lancasterian schools which have hitherto borne, and not undeservedly, a high character. There is a class-room and gallery attached to each, in which the younger children are instructed. The boys' school is organized in large divisions, superintended by the pupil-teachers, the eldest of whom has the entire management of the class-room and a gallery of small children. The discipline is good. The instruction in arithmetic, grammar, and the power of writing from dictation or memory, good also. There is some room for improvement in reading, also in geography. The girls' school still retains the original monitorial organization. The discipline is firm, and the appearance of the school orderly. The elder girls read nicely, but have not so much power in writing from memory, or in composition. The general character and extent of the instruction is pretty satisfactory, particularly considering the great number of the pupils.

66. *York, Albion-street.*—Inspected May 7th, 1849.—An admirable school in a very confined school-room, which is somewhat relieved however by a class-room over head. Taking the present average of primary schools, I may put down all the usual branches such as reading, writing, arithmetic, geography, grammar, history, and general knowledge, as good. This result follows from great industry on the part of the master, and a very satisfactory staff of pupil-teachers. The drawing department is remarkably good, and singing very fair. The class of children is somewhat above that which is commonly found in the primary school, and the "little ones" are few in proportion to the rest.

67. *York, St. George's.*—Inspected May 8th, 1849.—A mixed school of boys and girls, with a rather large proportion of "little ones." The master possesses high personal qualifications, but owing to the character of the children, cannot show that advanced degree of instruction which he is perfectly competent to impart. The reading and writing are both pretty fair, the arithmetic generally good. The discipline is also well sustained, although a little more of life and cheerfulness would be an improvement.

68. *Whitby.*—Inspected May 9th, 1849.—A large Lancasterian school, maintaining the original monitorial organization, and conducted with the most perfect order and regularity. The faults are those commonly observable in such cases, namely, methods of instruction far too technical in their character, and calculated more to store the memory with words, than develop the understanding. The department of arithmetic and some cognate branches are very well attended to, and the teaching of grammar, geography, &c., is progressing. The reading is essentially faulty, both in pronunciation and expression, an evil which is fostered by the almost exclusive use of the Bible as a class book. Still there is energy enough to introduce any kind of improvements, when their necessity is once clearly seen.

69. *Middlesborough.*—Inspected May 15th, 1849.—A Lancasterian school of some 15 or 20 years standing. The material on which it has to work is very rough, and a more strict system of discipline would in such a case be an improvement, if not harshly applied. The amount and perfectness of instruction in the ordinary branches is hardly up to the average of similar schools, although a good deal of general information is conveyed in collective lessons. Great room for improvement likewise in reading. The infant school is very well conducted; I am informed however that since my visit the mistress, amongst many others, has fallen a victim to cholera.

Tabulated Reports, in detail, on British, Welsyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning Arithmetic as far as												Number of Children writing on				No. of Children Reading			Number of Children on the Books aged																In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narrative.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																
70. Great Ayton, B. S. Boys' . . .	1 2 *f.* 3 to 6 rather *m.*	44	6	4	2	.	10	24	35	8	12	12	8	12	16	.	.	35	.	26	38	14	20	14	.	.	.	.	.	.	.	.	6	8	50
71. Darlington Bridge-street Infant School	Simultaneous.	27 *b.* 34 *g.* 30 *i.*	.	.	50 (*b*)	10	.	50	3	50	.	.	8	8	10	50	.	.	.	.	20	24	20	82	107	4	13	2	2	2	2	4	38	44	115
72. Darlington, Feetham's B.S. Girls' . . .	1 to 5 All very fairly and carefully instructed.	41	.	.	45 (*a*)	10 (*b*)	.	45	16	45	.	1	8	7	12	16	25	25	.	7	.	5	11	3	.	10	13	9	9	7	4	7	31	44	50
73. S. Shields, St. John's Sessional, Girls' . . .	1 to 5 *g*, 6 to 8 *f*.	128	13	.	13	.	.	12	50	108	12	10	34	33	30	16	29	108	.	46	.	108	18	25	49	11	16	23	17	9	7	2	13	42	134
	g g, the rest *f*.	58	.	.	56 (*a*)	.	.	8	35	56	.	9	29	13	14	13	10	56	.	14	.	56	4	10	24	11	9	7	6	4	3	2	7	18	66
74. South Shields, U. S. Boys' . . .		.	.	65 (*a*)	6 (*b*)	.	.	.	6	33	.	.	7	20	10	.	.	.	.	6	20	.	90	26	8	40	5	6	10	5	4	5	3	20	50	90
Girls' . . .	1 to 8 *f*.	85	.	.	.	.	.	.	65	98	24	17	19	.	20	.	.	90	.	.	90	98	22	20	All above 6 and under 12.										138
75. North Shields, P.S. Boys' . . .	.	.	10	10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	.	.	.	.	.	.	.	.	.	.
76. Berwick-on-Tweed, B. S. Infants' .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	60	40	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	40	108	70

Girls' . . .	1 to 6 *f.*	53	.	60 (*a*)	.	.	.	.	24	16	1	1	7	4	11	.	.	18	.	16	14	20	20	23	28	33	8	10	8	6	4	3	1	61	44	50
78. Maryport, B. S. Boys' . . .	1 to 8 *g*	123	.	.	.	.	.	24	50	59		5	12	8	34	36	24	66	24	66	55	51	67	46	30	47	25	27	23	18	6	13	3	71	129	127
79. Penrith, W.S. Boys' . . .	1 2 *g*, 3 4 5 *f*	65	.	6	3	.	60	60	60	60	8	16	12	15	15	12	.	60	30	60	12	86	70	16	10	.	.	.	.	.	.	.	.	60	60	80
80. Penrith, B.S. Boys' . . .	.	.	.	.	.	.	.	6	6	20	5	5	5	10	10	20	.	80	.	.	.	40	20	20	15	.	.	.	.	.	.	.	.	60	116	10

(*a*) To sew or knit. (*b*) To cut out and make clothes.

GENERAL OBSERVATIONS.

70. *Great Ayton.*—Inspected May 16th, 1849.—A rather small school, held in very commodious premises, and conducted with a fair amount of order and discipline. The instruction is not very wide in its range, but satisfactory as far as it goes. The master appears industrious and well-meaning, but is ingenious in his methods, rather than adapted to stimulate the understandings of the children, or develop their mental resources.

71. *Darlington, Bridge-street.*—Inspected May 17th, 1849.—This, though termed an infant school, and modelled upon the infant system, yet comprehends all the branches of instruction usual in primary schools generally. The mistress is a trained teacher from Kildare Institution in Dublin, and conducts the school with considerable vigour and efficiency. Much of the spirit pervading it is due to the counsel and oversight of Mrs. Pease, to whose munificence the entire institution is due. Reading good. Writing very fair. Scripture and other general knowledge well impressed by daily gallery lessons.

72 *Darlington, Feetham's,* Girls'.—This is another school under the direction, and supported by the liberality of Mrs. A. Pease, forming a kind of higher department to the infant school. Reading good, writing fair, geography moderate, history very fair, discipline and instruction satisfactory.

73. *South Shields, St. John's Sessional.*—Inspected May 22nd, 1849. Considerably above the usual standing of primary schools in the class of children it embraces, the scale of instruction, and the qualifications of the teacher, who is a student from the University of Edinburgh. The reading, which was before very imperfect in expression, has been entirely changed for the better. The eldest class have Thierry's 'History of the Norman Conquest' as a reading-book and a text-book in early English History. The religious instruction is given daily by the minister of the Presbyterian Church; and the whole routine of duty is conducted with equal vigour and judgment. The girls get a considerable part of their instruction in the boys' school, the industrial department being carried on in a separate room. An infant school is just forming.

74. *South Shields Union.*—Inspected May 23rd, 1849.—The master who had conducted the boys' school for some years, and had taught several branches, particularly writing, very successfully, had recently left, and the disadvantages of partial disorganization and change were very visible. Discipline altogether defective, reading moderate, arithmetic fair, writing still pretty good, school-room and children in a dirty and disorderly condition. The girls' school presents in all respects a far better appearance. The discipline very fairly sustained, and the instruction, though not very extensive, yet is by no means defective as far as it goes. There is a class-room and gallery for the younger children, which is conducted chiefly by an elder monitor with considerable spirit.

75. *North Shields.*—Inspected May 24th, 1849.—A school carefully conducted, by a master who is quiet, diligent, and generally speaking effective. It is organized into somewhat large classes, which are taught collectively. Reading fair, arithmetic good, geography extending through four classes fair, grammar not quite so good; general effect, as regards order and discipline, pleasing.

76. *Berwick-on-Tweed.*—Inspected May 28th, 1849.—A pleasing little infant school, of about 100 children, well supported by all parties in the town, under a mistress trained at Glasgow, and answering the peculiar objects of infant-school instruction, with a fair degree of efficiency.

77. *Carlisle.*—Inspected May 30th, 1849.—These schools have sunk somewhat low in attendance, owing mainly, I consider, to want of care or efficiency in the former teachers, and want of warm interest on the part of the committee. They have now two efficient teachers, who are conducting the schools on the monitorial system with vigour and judgment, and bringing them, it is to be hoped, into better repute. In both schools the reading is very fair, arithmetic good in the boys'; writing, geography, and grammar fair in both. Discipline satisfactory.

78. *Maryport.*—Inspected May, 31st, 1849.—There has been a change of masters here since the last inspection, but the school has fully kept up its character for efficiency, and has indeed been progressing as well in numbers as in activity. Both the monitorial and the collective teaching is very well kept up, and the general discipline is excellent. Reading, arithmetic, and geography good, writing and grammar fair, dictation and composition very satisfactory. The school altogether pleasing and efficient.

79. *Penrith.*—Inspected June 4th, 1849.—Here likewise there has been a change of teachers, without any visible falling off in the efficiency of the school. The pupil-teachers have been very diligent and attentive to their duties, and conduct their classes with order and propriety. Simultaneous reading good, individual reading not so successful, arithmetic and geography both very fair; attendance good, but a large proportion of the children are very young.

80. *Penrith.*—Inspected June 5th, 1849.—This school is of recent date; the children are most of them either young or somewhat backward, and will require time before the instruction can tell upon them, so as to present any striking results. The teacher, however, is manifestly well qualified, studious in his habits, and careful in adapting his instruction to the present exigencies of the school. These are the elements of steady progress, if industriously applied.

Tabulated Reports, in detail, on British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books aged									Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.															
81. Kendal, B.S. Boys' . . .	1 to 8 *g*	183	3	15	25	57	54	63	96	96	20	25	52	50	23	37	.	171	57	114	36	102	162	89	13	.	.	.	.	.	.	.	.	.	105	89	188
82. Kendal, W.S. Boys' . . .	} *f* {	69	2	3	.	27	.	.	14	35	3	10	10	13	24	13	2	50	3	30	23	34	39	28	11	24	11	10	9	4	4	2	2	33	106	62
Girls' . . .	} {	50	.	.	.	.	.	.	13	20	.	2	4	11	16	8	.	31	.	19	49	19	43	24	34	27	12	11	7	9	3	3	8	51	131	55
83. Skipton, B.S. Boys' . . .	1 to 5 *g*	145	14	14	.	.	.	.	60	30	14	10	20	.	70	56	20	120	30	110	60	105	105	35	30	24	16	20	20	41	32	10	7	54	65	135
Girls' . . .	*f*	60	.	.	.	.	.	6	6	all	.	6	.	7	6	.	20	40	.	.	20	14	14	20	50	57	7	11	8	7	5	.	3	50	88	75
Infants' . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
84. Oakworth, Sykes Head, W. Boys' . . .	*vf*	85	.	2	.	20	.	36	40	69	5	13	14	31	15	20	.	63	58	63	42	58	105	32	15	36	3	14	5	9	20	10	6	29	34	105
85. Haworth, W.S. Boys' . . .	1 2 *g*, 3 4 *f*	99	1	5	.	.	.	22	33	33	14	18	14	1	9	15	16	52	24	62	26	46	32	20	14	.	.	.	.	.	.	.	.	(*c*)	(*d*)	99
86. High Green, B.S. Boys' . . .	1 *g*, 2 3 4 5 *f*	81	.	1	.	.	.	50	50	70	6	.	7	13	30	20	.	49	.	.	50	20	22	28	31	50	7	11	12	5	6	2	8	24	123	85
87. Selby, W.S. Mixed . .	1 to 8 *g*	197	.	.	.	12	150	85	85	228	12	14	22	13	60	30	18	128	20	80	84	63	164	94	60	89	32	18	33	16	16	13	10	60	85	185
Girls' . . .	.	60 (*a*)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
89. Hull, W.S. Boys' . . .	1 2 *g*, 3 4 5 *f*, 6 7 *m*	109	.	6	.	.	.	(*b*)	25	(*b*)	20	12	25	30	25	(*b*)	.	80	.	31	60	70	.	40	30	30	14	18	19	15	9	5	2	65	90	143
90. Nafferton, W.S. Boys' . . .	1 to 8 *vf*	89	.	.	.	.	.	12	24	64	.	6	24	.	8	14	.	69	.	.	43	58	.	23	31	42	9	10	5	21	17	8	.	36	58	84

91. Beverley, W.S. Boys' . . .	1 2 3 *of*	57	1	1	.	.	.	14	50	all	6	10	17	17	23	.	16	39	.	60	29	6	.	24	12	31	11	8	10	12	10	8	4	48	66	76

(*a*) To sew or knit. (*b*) Gallery lesson. (*c*) 37 Day and 55 Factory scholars. (*d*) 80 Day and 56 Factory scholars. (*e*) In the higher classes.

GENERAL OBSERVATIONS.

81. *Kendal.*—Inspected June 7th, 1849.—The accession of a good staff of pupil-teachers has rendered this school, which was originally a remarkably good one on the monitorial system, still better. The course of instruction is unusually comprehensive, and the whole machinery is managed with the most perfect neatness and regularity. Great care is bestowed upon the preparation of the pupil-teachers and monitors for their duty, and they in turn add proportional vigour and strength to the main body of the school. Much credit is due to the master, for the manner in which he has organized and sustained a school so numerous for many years past, and for the diligence and fidelity with which he is now carrying out the new arrangements.

82. *Kendal*—Inspected June 11th, 1849.—These schools being recently opened, and the children many of them young, have to be judged more according to what they are likely to become, than according to their present actual results. The discipline in both is excellent, and the teachers appear fully competent to carry out the plan of instruction they have commenced. The building, though small, is very neat, and there appears to be every prospect of success.

83. *Skipton.*—Inspected June 13th, 1849.—Since last year the organization has been changed by consolidating the drafts into larger divisions, and with very satisfactory results, as the pupil-teachers show a good deal of aptitude in managing their several classes. The discipline is mild yet firm, and the instruction generally speaking satisfactory. Reading and writing both good. Arithmetic, geography, and grammar fair. Spirit of the school active and industrious.

Skipton (Wesleyan).—Inspected June 14th, 1849.—A training school, which has been in a low condition, and appears to be now somewhat reviving under a new teacher. Results at present moderate, though the reading and arithmetic are very fair.

84. *Oakworth, Sykes Head.*—Inspected June 19th, 1849.—This school, which was in a state of great activity last year, has rather declined from unfavourable circumstances. The master had left for some time, and two or three teachers had supplied his place without remaining long together. Thus the routine had been broken in upon, and no steady plan of progress constantly pursued. The Committee hope to retrieve lost time during the next year. The pupil-teachers, under the circumstances, have done very well, and their services been invaluable.

85. *Haworth.*—Inspected June 20th, 1849.—Good order and discipline still prevails, as was the case last year. Meantime the instruction has improved, and the pupil-teachers have given a firmer tone to the class-teaching. The reading, particularly in the first class, is good; for the lower classes a better supply of books is greatly needed. Arithmetic and grammar also pretty good, Writing and geography fair.

86. *High Green.*—Inspected June 22nd, 1849.—Extremely neat premises, built from the proceeds of an endowment, comprehending a school-room (which is also used as a mechanics' institute) and a dwelling-house. The teacher, who possesses considerable acquirements, conducts the school on the Glasgow system, and adapts his instruction very well to the wants of the children. The whole institution likely to prove very valuable, both to the juvenile and the adult population.

87. *Wheatley.*—Inspected June 25th, 1849.—A small village school in which I had taken some interest, as placed in a neglected neighbourhood. It is now given up.

88. *Selby.*—Inspected June 27th, 1849.—By far the most complete specimen of the Glasgow training system I have yet seen in England. The foundation of the whole system of instruction is laid in the infant school, where the children are not only brought into proper discipline and accustomed to habits of mental industry, but are brought forward in their reading, writing, arithmetic, and general information, so that no really elementary work is introduced into the upper school. In the upper school the children are divided into large classes, each of which has its own proper routine, while the whole are assembled for moral, religious, and other general instruction on the gallery. The neatness of the children, the handsome appearance of the school furniture and apparatus, the general aspect of good taste and propriety, is more striking than I have elsewhere observed it; and the children, as well as the teachers, appear to take a pride in seeing everything as orderly as possible. The instruction does not bear the same relative degree of superiority, although it is decidedly successful. The reading is excellent; writing, geography, arithmetic, and grammar all satisfactory; and methods are in operation for teaching history, which appear to me likely to prove very beneficial. Altogether it is an excellent school, doing great credit to the promoters, and equally so to the zeal and industry of the teachers.

89. *Hull.*—Inspected June 26th, 1849.—Improved since the apprenticeship of the pupil-teachers, one of whom, particularly, shows great aptitude in teaching. The reading is, on the whole, good. Arithmetic and geography fair. Grammar at present only moderate. The master is extremely industrious, and uses every endeavour for the advancement of the children. New buildings are now in progress, so that the plans are at present somewhat unsettled. When completed there is every prospect of good success, as regards both attendance and instruction.

90. *Nafferton.*—Inspected June 29th, 1849.—A village school, somewhat recently established. It has been on the whole decidedly successful. The present teacher has been there only a short time, but has got the school into good order, and is beginning to produce some degree of mental improvement. The reading and writing are satisfactory; the arithmetic also pretty good. The other branches quite elementary at present. Discipline good, and general tone cheerful.

91. *Beverley.*—Inspected July 2nd, 1849.—This school, owing to pecuniary and other difficulties, is at present in a rather low condition, which naturally produces a somewhat depressing effect upon the energies of the teacher. There appears to be no want of ability, however, on his part to organize and instruct a school satisfactorily, and the progress of the elder children showed that they had been carefully taught in most of the elementary branches. The reading was very fair. Writing, arithmetic, geography, satisfactory. Grammar but moderate. Discipline pretty firm, but rather too noisy.

Tabulated Reports, in detail, on the British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on						No. of Children Reading				Number of Children on the Books aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.				Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Memorysyllables.	7	8	9	10	11	12	13	14								
																	Abstracts or Composition.	From Copies.	Abstracts or Composition	From Dictation or Memory.	From Copies.																			
92. Gainsborough, W.S. Boys' . . .	1 *g* 2 3 4 5 6 *f*	122	4	6	.	1	.	22	51	46	18	21	12	15	12	14	.	60	15	72	44	21	28	39	43	49	23	14	10	13	7	9	8	17	48	115
Girls' . . .	1 *g* 2 to 5 *f*	62	.	50 (*a*)	.	.	.	3	10	10	.	1	4	8	16	16	.	30	.	25	15	12	14	18	26	37	8	13	6	8	8	7	2	30	40	70
93. Lincoln, W. Boys' . . .	1 to 4 *g* (*e*)	109	1	6	5	.	5	75	75	120	10	10	25	50	20	20	.	115	.	115	25	45	35	30	30	45	20	20	20	15	8	6	0	.	.	125
94. Mansfield Woodhouse, W.S. Girls' . . .	1 to 7 *f*	58	.	30	.	.	.	.	22	30	.	.	5	6	19	13	.	34	.	13	11	20	22	11	29	37	5	8	6	3	3	2	.	26	40	60
95. Ilstock, B.S. Boys and Girls	1 *g*, 2 to 4 *f*	84	.	7	11	5	.	37	37	37	10	6	16	15	14	33	.	56	22	38	.	37	60	29	5	36	8	9	8	7	7	10	9	50	40	94
96. Bardon Park, B. S. Boys' . . .	1 to 6 *f*	36	.	.	.	.	.	13	12	9	.	2	3	8	14	12	.	42	.	33	19	33	55	22	6	39	12	2	3	2	1	.	.	8	14	61
Girls' . . .	1 to 3 *f*	28	.	.	.	.	.	8	9	9	.	1	7	1	15	16	.	23	.	21	21	16	28	12	15	22	4	4	3	3	1	2	1	21	20	44
97. Bushey, B.S. Boys' . . .	1 to 2 *g*, 3 to 6 *f*, 7 to 8 *m*	161	.	6	.	.	42	65	65	65	8	40	28	40	16	30	.	110	20	120	30	62	155	42	31	62	41	22	21	23	12	11	8	42	51	158
99. Sheriff Hutton, W.S. Boys' . . .	.	80	1	10	2	.	.	21	17	84	6	5	9	4	19	21	14	51	.	31	33	.	54	16	14	17	12	10	7	7	13	7	11	.	.	84
100. Stockton-on-Tees, B.S.	1 2 *f*, 3 to 9 *m*	64	.	.	.	.	.	41	41	41	2	5	5	7	71	.	.	31	.	36	54	.	41	26	26	45	14	9	11	4	5	5	.	76	95	70

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Tabulated Reports, in detail, on the British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books aged																		In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.											
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																											
103. Sowerby Bridge, W. S. Boys' and Girls'	1 *g.* 2 to 4 *f*	160	1	2	.	.	.	38	2	90	6	5	23	12	43	54	7	120	.	.	51	100	100	31	36	10	13	25	37	36	31	27	1	99	144	180											
104. Greetlands, W. Boys' . . .	*e. fair*	160	.	.	.	.	.	38	38	38	.	.	5	52	33	.	10	89	.	.	81	41	100	30	50	62	22	24	28	18	22	3	1	40	83	180											
105. Halifax, B. S. Boys' . . .	*good*	.	.	5	.	25	.	54	51	51	8	13	32	27	41	32	9	129	25	.	63	66	66	89	73	53	27	36	32	31	46	7	1	294	281	233											
Girls' . . .	*good*	.	.	.	200 (*a*)	4	.	21	43	50	.	1	13	7	64	38	5	134	.	12	59	42	53	44	196	39	22	27	38	27	41	14	5	243	225	213											
106. Leeds, Edgar-street, B. S.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.											
107. See March 2nd, 1849.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.											
108. Oldham, St. Domingo-St., W. S. Boys' . . .	1 2 *g* 3 4 *f.*	93	4	5	.	6	100	60	48	60	6	9	20	20	30	40	.	100	.	36	54	84	106	36	12	53	60	25	6	3	5	2	.	.	255	125											
109. Brooksbottom, W. S. Mixed. . .	1 to 7 *f* throughout.	99	.	5	.	.	.	12	12	50	6	8	12	12	6	.	.	60	.	12	55	30	82	52	33	.	.	.	.	.	.	.	.	35	50	115											
110. Burnley, W. S. Boys' . . .	1 to 4 all improving.	77	1	.	.	.	.	.	24	123	1	7	.	10	49	49	.	51	24	24	73	56	56	29	39	24	12	19	16	17	22	5	3	.	.	80											
111. Thirsk, B. S. Boys' . . .	.	63	.	.	.	.	.	24	60	126	18	18	.	24	40	26	20	30	50	20	46	50	.	50	26	29	27	25	13	13	9	5	5	31	43	103											
Ampthill B. S. [illegible]		396	.	.	.	.	.	.	.	40	8	9	13	.	34	.	.	37	.	.	28	29	47	18	20	19	14	13	14	10	11	8	10	76	71	60											

114. Biggleswade, B.S. Boys . . .	1 to 6 *f.*	49	.	.	.	.	.	.	12	12	4	4	12	11	9	.	.	44	.	.	36	12	16	25	27	36	8	6	9	7	1	1	2	15	23	65

(*a*) To sew or knit.

GENERAL OBSERVATIONS.

103. *Sowerby Bridge.*—Inspected August 28th, 1849.—There are two distinct schools here, one of which is devoted chiefly to factory children. Both are conducted by masters trained at Glasgow, of good qualifications, and diligent in their work as teachers and trainers of youth. In the upper school a large proportion of the children are young, which gives to it as a whole somewhat a disadvantageous appearance. In the elder classes, however, the instruction was satisfactory, and the candidates showed very good qualifications. The factory school, considering the drawback from the half-attendance, is excellent. In both the discipline is good, as also the reading and arithmetic. The other departments at present somewhat elementary.

104. *Greetlands.*—Inspected August 29th, 1849.—The master had only been a few weeks at work after his appointment. The children (many of them half-timers) are backward. They were however in an excellent state of discipline, and from what I could judge of the new regime, I have reason to expect great improvement during the next year.

105. *Halifax.*—Inspected August 30th, 1849.—A very valuable institution, in which between four and five hundred children are daily educated. The organization of the boys' school has been much improved since last year, and the instruction is proportionally firmer and more stimulating. The number of half-time scholars, and the rapid succession of new ones, necessarily produce some limitation here. The girls' school shows also considerable improvement. Both of them are in an efficient state as to discipline and instruction also.

106. *Leeds.*—Inspected August 31st, 1849.—This school, from the circumstances of the neighbourhood, and the erection of several other schools in the district, has gradually assumed the character partly of an infant and partly of a ragged school. Though differing in character from its original intention, yet it is answering a useful purpose to the vicinity in which it stands.

107. *Staleybridge.*—Inspected September 4th, 1849.—British system beginning to mould itself to the form more adapted to a school furnished with pupil teachers. Discipline very fair. Methods satisfactory for a factory school, in which the same amount of instruction cannot be given as in others. Instruction mainly monitorial, but interspersed with gallery lessons. Master attentive, and generally speaking efficient.

108. *Oldham.*—Inspected September 5th, 1849.—A school of tolerable size in which great activity prevails. The master is quiet, but infuses considerable vigour into his instruction. The reading, owing partly to the provincialism of the district, is not very perfect in expression, though sufficiently fluent. Mental arithmetic good. Grammar moderate. Geography and writing fair, and writing from dictation tolerably good. Candidates very well prepared on the whole, and showing considerable aptitude to teach.

109. *Brookbottom.*—Inspected September 6th, 1849.—A training school, founded and supported by Mr. Kay of Bass-lane, a well known friend and patron of primary education. The most obvious feature of the school is the cheerful tone which pervades the whole routine, and renders any other discipline than the regular order of the school almost unnecessary. The children, considering their age and the half-time attendance of many, show a very fair amount of knowledge. Reading, writing, arithmetic, and geography, a fair average. Grammar and history, elementary. Dictation on slates, satisfactory. The school as a whole very pleasing.

110. *Burnley.*—Inspected September 7th, 1849.—These schools have been long established, but have been more recently reorganized on the Glasgow system. At present they are in a low condition, the attendance not very full, and the children for the most part backward. In the boys' school a new teacher has been recently appointed, who appears anxious to exert himself to raise the character of the education. The girls' school is still more imperfect in point of instruction.

111. *Thirsk.*—Inspected September 18th, 1849.—Improving under the present system. Discipline firm. Instruction vigorous. Pupil-teachers working very satisfactorily. Master thoroughly competent to his work. Girls' school still sickly.

112. *Ampthill.*—Inspected September 20th, 1849.—The premises are excellent—a large school-room, partitioned by a curtain, for boys and girls, and a separate room for infants. The boys' and girls' school presents rather a small attendance, and appears to have sunk from former neglect. It is, however, in good order, under a competent master recently appointed, and the children are evidently making satisfactory progress. Reading and writing very fair. Grammar very well taught. Geography given in collective lessons. Some of the children are very expert in mapping. Infant school active and pleasing.

113. *Ridgmont.*—Inspected September 21st, 1849.—This school is situated in a village where education was deeply needed, and it has been attended hitherto with decided success. The school-room is small, but more than filled. The children are of a somewhat miscellaneous description, many of them of an age rather fit for an infant-school. The master has been working very diligently, and the pupil teachers, one of whom is now recommended, have rendered very essential service. The reading and arithmetic are fair; grammar and geography quite elementary. Some knowledge of history and other useful subjects is also conveyed in collective lessons. As a village school it is very satisfactory.

114. *Biggleswade.*—Inspected September 24th, 1849.—Held in a convenient room, made from a malting-house, nicely fitted up, and now pretty well supplied with apparatus. The order of the school is complete, the master having perfect control, and conducting it with considerable vigour. The reading, writing, and arithmetic are very fair. Geography and grammar have but recently formed part of the routine. Some of the elder children, however, are making good progress in these, as also in the elements of English history. Pupil-teachers recommended.

Tabulated Reports, in detail, on the British, Wesleyan, and other Denominational Schools, inspected by J. D. Morell, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music. Rote.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Slates: Alphabet or Composition.	From Copies.	Alphabet or Composition.	From Copies.	Number of Children Writing on Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Monosyllables.	Number of Children on the Books aged: 4	5	6	7	8	9	10	11	12	13	14	Withdrawn left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
[15]. Hitchin, B. S. Boys' . . .	1 to 8 f and g.	148	.	10	.	21	60	41	27	47	10	.	15	22	13	96	.	119	23	25	14	219	93	93	60	65	64	92	35	39	34	18	17	5	109	67	150
[16]. Leigh, W. S. Girls' . . .	1 to 5 f throughout.	55	.	29 (a)	.	.	.	.	14	63	.	.	5	6	9	12	.	2	20	.	.	28	28	28	7	28	22	10	8	3	7	8	7	3	3	24	25	53
[17]. Warrington. Boys' . . .	1 2 g 3 to 8 f.	187	.	.	.	75	.	50	75	75	1	23	41	21	54	.	.	130	.	71	115	71	75	115	62	44	68	36	17	34	16	11	18	49	239	181
Girls' . . .	1 to 7 very fair throughout.	118	.	60 (a)	48 (b)	.	.	12	24	24	.	2	13	13	25	10	.	48	.	65	12	65	50	50	40	36	62	16	9	8	7	3	3	48	65	120
[18]. Lower Moseley-St. Girls' & Infants' .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
[19]. Mayfield, B. S.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

115. *Hitchin.*—Inspected September 25th and 26th, 1849.—This school is now in complete working under the pupil-teacher system. The school-room is large and airy, the attendance for the most part numerous, and the pupil-teachers, five in number, are devoting themselves to the instruction of their classes with a fair amount of industry and energy. The defect most felt is the want of class-room accommodation, which prevents the possibility of combining any considerable amount of collective teaching, with the routine now observed. As a substitute for this, the younger classes are taken into a covered shed in the yard; and in fine weather the elder classes are likewise turned out of doors to receive their respective lessons from the pupil-teachers. The reading in the higher drafts is good, but falls off somewhat too rapidly as we descend. Arithmetic also good among the higher classes. The elder half of the school show considerable aptitude in answering questions on mental arithmetic, geography, grammar, and history. Singing excellent; and drawing very fair. The master has perfect control of the school, and possesses thorough qualifications as a teacher. Discipline firm, though somewhat too noisy. With a class-room, and a little more moral influence exerted through simultaneous means, the institution would be complete as a school of primary instruction.

116. *Leigh.*—Inspected October 8th, 1849.—A training school, consisting partly of factory children, but with a large proportion of young children requiring infant-school discipline. The school is under the care of a female teacher of very fair attainments and considerable energy. The discipline, which had been very imperfect, is now pretty firm. The instruction, from the present nature of the school, limited. Some of the children read pretty well; and they are beginning to gain some general information on geography, &c., from collective lessons. One pupil-teacher recommended.

117. *Warrington.*—Inspected October 9th and 10th, 1849.—Since the last 15 months there has been a great revival in these schools, owing partly to an improvement in the commercial position of the town, and more particularly to the appointment of two fresh teachers of superior qualifications. The boys' school has increased greatly in numbers, and presents now a scene of pleasing activity. The writing and arithmetic are both decidedly good; reading very fair, though strongly marked with provincialism; grammar and geography satisfactory; history very elementary at present, singing and drawing both cultivated, the latter in a very pleasing style with coloured crayons; discipline firm, master most industrious and effective. The girls' school has increased from 8 to 120, so that it may be regarded virtually as a new school altogether. Reading and writing satisfactory, progress making in arithmetic, grammar, and geography; discipline firm. Prospect of an efficient institution, as the plans are developed and the pupil-teachers become useful.

118. *Lower Mosley-Street.*—Inspected October 26th, 1849.—The girls' school has been hitherto reported as deficient in power and efficiency. An effort has been made during the last year, under a change of teachers, to bring it into a more effective state, and with some degree of success. The reading of the children is distinct and generally fluent, a very easy gradation being observable in passing from class to class down to the bottom of the school; writing and arithmetic also pretty fair. The departments of geography and grammar are as yet quite elementary; a few of the elder children answering tolerably well, but the mass appearing hardly to have conquered the first difficulties. The discipline is firm, but would be improved by somewhat more of order and system. The mistress, who is intelligent and painstaking, appears anxious to use all means for ensuring further improvement. Pupil-teachers recommended.

The infant department has been conducted during the last 15 years by a male teacher, who has sustained it with considerable vigour, above 300 children passing annually through the school. The discipline of the school is very well sustained, the children kept in perfect order, and the whole routine kept going with the utmost punctuality. The difficulty in the path of further improvement arises from the simple fact of nearly 200 children being committed to one teacher, with not a single monitor above 7 years of age to assist in the instruction. Under such circumstances the whole process becomes inevitably a kind of fixed routine, which subserves the purpose of a general discipline very well, and communicates the primary elements of instruction, but can hardly produce any further results upon the mass. If the plan of appointing an assistant female teacher be carried out, a great improvement may be soon effected.

119. *Mayfield.*—Inspected October 31st, 1849.—This school remains in about the same condition as last year. Owing to the long indisposition of the master, it has wanted that continuous application of energy which it would have otherwise enjoyed. The appearance of the school is still very neat and orderly, the discipline good, and the union of frequent collective teaching with the more ordinary monitorial routine, has a good effect in awaking interest upon many useful subjects. Both on the girls' and the boys' side I can record a pleasing impression as the result of the whole inspection.

General Report on Roman Catholic Schools; for the Year 1849. *By Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, ESQ.

MY LORDS, 20 *October* 1849.

THE period during which I have been actually engaged in the discharge of my official duties, deducting the time absorbed by the examinations of candidates for certificates of merit, and by other interruptions which shall be specified in their proper place, comprises the months of February, March, June, and July, and portions of August, September, and October. The number of Roman Catholic schools, of all classes—boys, girls, infants, and mixed—visited by me since the 6th of February, either by direction of the Committee of Council or at the request of local managers, is 105; and the number of children actually present in such schools at the several periods of inspection, 8112.

The willingness of the managers of elementary Catholic schools to co-operate with the Committee of Council is not, however, adequately indicated by these figures. A considerable additional number have already completed the preliminary conditions, and are now awaiting inspection; others are making arrangements with the same object. For this reason it has appeared to me expedient to reserve for a future occasion a general review of the statistics of primary education amongst the Catholics of England and Wales, and of the agencies and influences now in operation amongst them, either for the maintenance or extension of existing educational institutions. It would obviously be premature to attempt to deduce conclusions which might be modified by a more ample experience, and which can only be valuable or trustworthy when founded upon full and accurate observation.

But there is another and a special reason for the postponement of statistical and general statements, upon which I am desirous to make some remarks.

No one who possesses even a superficial acquaintance with the actual state and progress of popular education in the different countries of Europe can be ignorant of the fact, that amongst those to whom the instruction of the children of the poor in the various Continental states has been confided, the body of teachers trained in the Institute of Christian Doctrine, and commonly designated *Christian Brothers*, occupy an honourable and a prominent place. It suffices to have seen any of the large and important schools conducted by these admirable

teachers, as at Rouen, Paris, Lyons, and elsewhere, to comprehend the value of the services which they render to society, and the vast amount of social and moral influence which they exert upon those indocile and formidable masses in whose prudent discipline, culture, and development the destinies of every state and community are ultimately involved. These services have been wisely appreciated by the different political Governments who have profited by them. Many interesting particulars might be adduced in illustration of this fact. It was during the administration of M. Guizot, whose careful observation of the great social phenomena of our epoch is well known, that many of the prisons and penitentiaries of France were committed to their skilful direction. During a prolonged residence in that country, an equally significant fact more than once fell under my own observation. At periods of confusion and disorder, and in several widely separated localities, I had occasion to notice, that while many of the *Ecoles Communales* furnished active agents to the party of movement and sedition, hardly an instance was known of their ranks being recruited from the pupils of the *Frères de la Doctrine Chrétienne.* But I am persuaded that the labours of these excellent men, and the obligations of modern society to them, are not unknown to any who watch with interest the progress of popular education; and I will content myself with adding, that what they are in France and Belgium, such are they in England and Ireland, and that the same great moral and social work which they accomplish in other states they are performing in our own land also, within the comparatively limited sphere of their employment.

The purport of the above remarks will be understood, when I state that, up to the present moment, not a single school under the charge of this class of teachers in England, Scotland, or Wales has invited Government inspection, though some have expressed their sense of its advantages. Now it is certain that, whether we consider their general moral tone, the amount of religious and secular instruction diffused in them, or the technical and scientific methods upon which they are conducted, these schools are, with very few exceptions, both the largest and the most efficient of all those which are now in operation for the training and instruction of the poor children of the Roman Catholic population of this country. In London, Liverpool, Manchester, Preston, and many other towns, thousands of Catholic children are receiving instruction in the schools of the Christian Brothers. It is evident, therefore, that no experience which does not include an intimate knowledge of such schools can be sufficiently extensive to justify general and positive statements as to the condition and prospects of elementary education amongst the class referred to.

Under these circumstances I propose to confine myself in the

present Report to several points which have been recorded in my notes, from time to time, as worthy of special observation, and to some remarks upon certain distinctive features, whether pleasing or the reverse, of the schools which I have hitherto inspected.

1. *Connexion of Roman Catholic Schools with the Committee of Council.*—The extension of your Lordships' administration to Roman Catholic schools, and the invitation now offered to the managers of such schools to co-operate with the Committee of Council in the education of one class of Her Majesty's subjects, is the first topic which calls for remark. It was to be expected that some hesitation should be manifested in accepting that invitation, and that misconceptions should prevail, for a time, and in some quarters, with respect to the conditions with which it was accompanied. No one, however, who recognises the office of the ministers of religion as the natural guardians and instructors of the children of the poor can blame the jealous solicitude with which they acquit themselves of their special responsibilities. "The clergy prove that they are animated by the true spirit of their mission," said M. de Salvandy, himself Minister of Public Instruction in a neighbouring country, "whenever they evince their susceptibility in matters relating to education." And it was a recent observation of the Duc de Broglie, a not less eminent authority, that "wherever *liberty of conscience* is included in the catalogue of constitutional principles, there *liberty of instruction* must exist together with it, both by strict justice and wise policy." It is, therefore, both the duty and the constitutional privilege of the clergy to scrutinize with peculiar vigilance whatsoever affects the education of the poor, or is capable of modifying its scope and character.

But the promoters of educational institutions for the Roman Catholic poor of this country have already proved, by the attitude which they have assumed in relation to the Committee of Council, that, whilst they know how to guard the sacred trust committed to them, they entertain no ungenerous suspicions or jealousies of the intentions of Government; and also, that the invitation to unite their efforts with those of the civil power did not take them by surprise. When that invitation was made, it was frankly and thankfully accepted, because all that it involved had been carefully weighed and considered by anticipation. The principles which ought to regulate the relations between the State and the various religious communities which exist under its protection had, for them, been fully defined. They did not need to be investigated when the moment arrived for their practical application. The legitimate influence of the civil authorities, in the direction and control of primary education, was not only not called in question by the class referred to, but was even asserted as a constitutional

principle. "We ask for no unlimited nor unconditional liberty," said one who was for many years the well-known superior of an important educational institute in Paris, and who is now Bishop of Orleans. "In proclaiming the liberty of instruction, *la liberté d'enseignement*," he added, "*the State ought to preserve its action*, its tutelary *surveillance*, its temporal providence, over all establishments of education, over the morality and capacity of those who direct them, over their discipline, and their sanitary arrangements. This is its duty. God forbid that the State should ever lose sight of it!" The same sentiments have been authoritatively reiterated, on various occasions, by the whole Episcopate of France, Belgium, and Holland.

Far from complaining, then, of the "interference" of the State in the extension and diffusion of popular education, there are few countries in Europe in which Catholics have not been forward to stimulate and invoke it; and in this country they not only see with pleasure that the Government has resumed functions which it had too long abdicated, but are accustomed to remark, as a singular anomaly, that of all the great European States, England is the only one in which interests so deeply affecting the welfare of the population are not confided to the charge of a recognized and responsible minister.

But while these are the sentiments of all who have spoken authoritatively, and who apprehend nothing from the prudent and limited intervention of the State, because they know how to use good laws and do not fear bad ones, and because they are too much accustomed to survive real calamities to dread such as are visionary and chimerical, it cannot be denied that a certain amount of prejudice, which operates unfavourably for the welfare of Roman Catholic schools, remains to be overcome. In one class this is to be attributed to a total misconception of the real intentions of the Committee of Council; in another, to feelings and views which it is not necessary to analyse. When a great social and religious work, such as the education of the poor of this empire, is in progress of accomplishment, the agents to whom a portion of that work is entrusted may well be pardoned, if they have no leisure to appease the prejudices, or to detect the misrepresentations, which may safely be left to the correction of time and experience. But it is to be regretted that any of those, whether amongst the clergy or the laity, whose cordial co-operation is really indispensable to the full success of plans now in operation, should attribute to the "Government scheme of education," as it is erroneously styled, a character of which all the repulsiveness is due to their own misconceptions. It was truly observed, in a Report presented to your Lordships during the past year, that "the Government plan is, *to enforce no plan whatever*." It is of the utmost importance that the managers and teachers of Roman Catholic schools

should understand this. They know already, or may know, that the whole of the moral and religious culture of their schools, as well as every detail of their interior economy and management, is absolutely committed to them,—since they alone, and not the State, are qualified to be entrusted with it. They may know also, that in receiving the aid, and profiting by the experience which the Committee of Council is willing to place at their disposal, they accept no conditions which can even tend to limit or enfeeble the action of their own control and supervision; much less to oppose an obstacle to that powerful and salutary influence of the clergy, which they wisely regard as at once the distinguishing characteristic of their schools, and the primary condition of their welfare and success. "In England, in Germany, everywhere," says M. Dupanloup, in one of his most valuable educational works, "the ministers of religion are the real instructors of youth." In England it is quite certain that they will continue to be so, and that the measures of the Committee of Council, when rightly understood, tend only to secure this result.

And here I cannot neglect to observe that, as far as my present experience has enabled me to notice the fact, the schools of which the managers have evinced the most zealous and intelligent co-operation with the Committee of Council are precisely those of which the direction had been *previously* the most active, judicious, and successful. Having neglected nothing in other times which could contribute to the efficiency of their schools, these persons were naturally the first to scrutinize the new advantages proffered to them; and although the Roman Catholic clergy exhibit a prudent indifference to the changes which are ever going on in the world without, and receive with a composure which may sometimes be mistaken for excessive caution even those which have the fairest promise, and present themselves under the most attractive form, yet they had been so accustomed to recognize, in theory, the action of an impartial and provident Government, duly solicitous for the training and instruction of the people under its charge, that they could not but applaud the actual manifestation of its benevolent schemes when at length invited to co-operate with them.

Nor have they been alarmed by the frequent repetition of a phrase which to some has appeared ill-omened and inauspicious; I mean the phrase, now so often heard, "*national education.*" It may even be said that they do not comprehend what is meant by an education which is *not* "national." It is true that they put their own interpretation upon this phrase, and it may be well to explain in what sense they understand it.

I am not aware how far it is a peculiarity of the schools with which I have the honor to be connected, that the obligations

of *citizens* are included in them amongst the very highest class of religious duties; and that, being designed to educate those who move within the sphere of their influence for all the complex relations of social life, they aim at making good *subjects* as well as good Christians. It is in this sense that the term "national education" is understood. It is not long since that Count Molé, speaking of this very subject, declared to an illustrious auditory; "the clergy will be the conservators of *public order* in preparing new generations for the practice of every virtue, for there is a closer connexion than some men think between private and public virtues, and the perfect Christian is most likely to become a great citizen." It was in the spirit of this admirable reflection that the Cardinal Archbishop of Malines, and all the Episcopate of Belgium, in their circular to the clergy on the subject of elementary education, said, in 1843; "Let the teachers diligently inculcate *attachment to the institutions of the country*, obedience to the laws, a sincere love for the sovereign and his dynasty, and devotion to the welfare of the country." The exhortation was publicly commended, and enjoined upon the notice of the Civil Inspectors of Schools, by an official letter of the Comte de Theux, Minister of the Interior, in 1846; and it has been so carefully adopted and acted upon in most of the schools which I have hitherto been instructed to visit, that I do not hesitate to speak of this as one of their most pleasing characteristics, and am glad that the first distinctive feature of those schools which I have been led to notice should be one which serves to indicate how wisely their managers interpret the words, *national education.*

There is, then, for the managers of Roman Catholic schools nothing suspicious in the terms "Government" or "national education." They comprehend that the Government is not only justified in claiming a certain share in its direction, but even obliged, by a just conception of its own office and functions, to do so; and they accept the idea of "national" education in the only true sense in which the present state of society allows it to be received. If the one should ever propose new and objectionable forms, which is a purely gratuitous hypothesis, or seek to insinuate principles to which their own are and must always be in antagonism; or if the other should, which is an equally superfluous supposition, corrupt into a system either negatively or positively mischievous, they will know how to act in such a crisis as they have known how to act in every other. Meanwhile they avail themselves gratefully and without misgiving of the boons which they can accept with a tranquil conscience, and are ashamed to anticipate anything but fair and generous dealing from those whose measures have been distinguished up to the present moment only by their practical wisdom, justice, and impartiality.

2. *Educational Resources of Roman Catholics.*—In reviewing the existing means and arrangements for extending the blessings of sound elementary education amongst the Roman Catholics of this country, there is one circumstance which, as it appears to be in some degree peculiar to that body, deserves especial notice. Of all the classes and communities into which our society is divided, there is none so burdened by almost hopeless *poverty*, or so embarrassed by the disproportion between its necessities and its resources as the body in question. Not only do the immense majority of its members in this country belong to the ranks of the poor, but even in those ranks they usually occupy the very lowest place. If amidst the most obscure and crowded haunts of our populous and manufacturing towns there be one spot which penury seems to have marked in a special manner for its own, that spot will commonly be found to be tenanted by English or Irish Catholics. Within a circle of 12 miles round Manchester, to take but a single example, it is computed that more than 100,000, almost all of whom are more or less familiar with suffering and want, are to be found at this day; while so small is the number of their own community in the district referred to who possess the comforts or luxuries of life, that the devotion of the whole possessions of the few would not suffice to make even an approximately adequate provision for the spiritual and temporal needs of the many. In London, from the same cause—if indeed this can be admitted as a sufficient explanation of so melancholy a fact,—there can hardly be less than 30,000 Roman Catholic children, of whose daily life, or means of acquiring useful knowledge, their nominal pastors and guides would find it difficult to give any accurate account. The net which should have enclosed so great a multitude has broken, and there are not sufficient labourers at hand to gather in its scattered fragments.

But if the social position and the temporal resources of the Roman Catholics of this country be, in the main, and with only partial exceptions, such as has been described, the nature of the work which Divine Providence appears to have committed to the more wealthy and influential amongst them, and which the civil power now invites and encourages them to undertake, should rather excite them to efforts commensurate with its magnitude and urgency than be suffered to induce despondency or alarm. For though it be true that the work admits of no delay, and that every successive year of apathy and neglect, or even of languid and ill-directed effort, will but augment its difficulty, yet there are many reasons for the confident expectation that it both can and will be accomplished, and that at no distant period the advantages of a solid religious and secular education will be *placed* within the reach of every poor Catholic in Great

Britain. It may be well, therefore, to say a few words upon the agencies already in operation to secure this end, and the additional means still required for its complete eventual attainment.

3. *The Catholic Poor School Committee.*—Of all the grounds upon which cheerful anticipations in this respect may be most confidently reposed, the growing influence, activity, and usefulness of the "Catholic Poor School Committee" assuredly deserves to be regarded as the most encouraging. Composed of many of the most intelligent and influential members of the Catholic body, and enjoying a twofold advantage in the unlimited confidence of the ecclesiastical authorities, and in being the recognised organ of communication for educational purposes with the Committee of Council, it has not only employed all due means to promote and recommend the Goverment measures for the benefit of elementary schools, but has in a great measure created or perfected the machinery for developing the efficiency of existing schools, and taken the initiative in preparing or suggesting the gradual introduction of all those new institutions of which it has been the first to discover and point out the imperative necessity. Very few are the localities which I have visited where I have not detected the signs of its powerful and beneficial action; and it is impossible for me to express adequately the sense of my own obligations for the facilities which its judicious intervention has afforded me in the discharge of my official duties, and the valuable assistance which it has constantly extended to me, as an agent of the Committee of Council, in removing difficulties which might otherwise have impeded the course of my labours. The pecuniary aid which it affords to schools struggling with difficulties, the encouragements which it proposes to deserving teachers, the establishment of "exhibitions" to be filled up, from time to time at my recommendation, the employment of an "organizing mistress" to visit female schools where her services may be desired, the assistance and counsel afforded to local managers, particularly in facilitating their communications with the Committee of Council; these are some of the most important benefits which Roman Catholic poor schools are already deriving from its administration.

I conceive, therefor[illegible] all who possess the means of promoting the welfare [illegible] extension of this class of schools will do well [illegible] der, with [illegible] day, how they can [illegible] ssing obligation, [illegible] hool Committee [illegible] es into effect. [illegible] desultory [illegible] lly com- [illegible] lavish

sacrifices, constitute a sufficient instrumentality for accomplishing it, unless directed by *practical knowledge and experience*, and aided by the technical appliances and regulated machinery which the Poor School Committee, acting in conjunction with the Committee of Council, is prepared to recommend, and within the limit of its resources to supply. The almost enthusiastic zeal which, as I am bound to testify, has been manifested, with barely two or three exceptions, by all the managers of Roman Catholic schools with whom I have come in contact, and their evident desire to respond to the appeal which is now made to them, in common with others, leaves no room for doubt that they will, as I have ventured to recommend, cheerfully co-operate with the Poor School Committee in calling into existence those educational institutions which are necessary for the remedy of present defects and short-comings. It only remains, therefore, to point out some of the most important and essential of those which are still wanting, and without which no really satisfactory or enduring results can be obtained.

4. *Normal Schools.*—It was an observation of the venerable Overberg,—*Manuel de l'édagogie*, § 34,—the most experienced and successful pedagogue of his day, that the qualifications which the continual improvement of modern educational systems and methods requires in elementary teachers can only be obtained "*by the frequentation of normal schools.*" I am unwilling to enumerate the qualities and attainments which this writer demands in all primary instructors, lest I should seem to pronounce a satire upon some of their number. But I would ask the promoters of education in Roman Catholic schools to what class of teachers they propose to intrust them, seeing that not a single normal school has hitherto been provided for their training in England or Wales? It is true that the admirable training institutions which abound in Ireland have hitherto afforded such a supply of qualified schoolmasters and mistresses as, in some measure, to remedy the defect; and that a certain number of young men are now pursuing a systematic course of study, under the auspices of the Poor School Committee, at the Institution at Ploermel, in Brittany; while a few normal pupils, designed to have the charge of female schools, are under instruction in the new and promising establishments at Birmingham and Northampton. Ratcliffe College has also furnished a very small number of trained teachers, whose admirable schools, as at Newport and Hull, attest the value of the institution in which they studied their profession. But it cannot be said that, up to the present moment, the Roman Catholics of England possess, or have even made any attempt to establish, such normal and training schools as can alone furnish an adequate supply of that class

of teachers to whom the work of education can be safely entrusted. Yet it is certain, and all experience confirms the opinion, that schools conducted by *untrained* teachers are, with rare exceptions, of an inferior kind, and often a mere delusion. How, indeed, is it possible that the delicate and arduous functions, for the efficient discharge of which a long course of careful study and of systematic preparation is absolutely indispensable, can be successfully performed by persons whose only qualification for the business of an elementary teacher sometimes consists in the fact, that they have detected their own incompetency for every other? as if the discipline and instruction of that class upon whose future habits and dispositions the welfare of the State will mainly depend were a kind of *hors d'œuvre*, a "*facilis labor*," which might be suitably committed to persons who had already been surpassed by their competitors in all the other occupations of life!

It cannot, then, be too earnestly impressed upon all who desire that the education of the Roman Catholic poor of this country should be a *reality*, that the very first step towards the attainment of that result is, the creation of normal schools. It would, no doubt, be unjust and unreasonable that the non-existence of these important and necessary institutions should be made a ground of reproach to those who, in this country, and up to a recent period, have been in no condition to undertake such works. But the peculiar difficulties and impediments of a by-gone epoch have passed away, and the laws which once forbade one class of British subjects to educate even their own children have been superseded by a milder and more rational code; while proposals of assistance and encouragement have succeeeded to penal and repressive interdicts. The defect of energy and zeal at the present moment cannot, therefore, be excused by pleading the embarrassments of a past age; and all who, being invited by competent authority to perform their share in the work of national education, fail to respond to the invitation, must henceforth bear the reproach due to their apathy.

Of the particular form and constitution which should be given to the proposed normal and training schools, it would perhaps be premature to speak on the present occasion. Great facilities and advantages, however, are possessed by those upon whom their organization will devolve. They will find the most complete models in the analogous institutions, framed and conducted with consummate skill and attended with the most brilliant results, which have long been in operation in neighbouring countries. Let the promoters of elementary Roman Catholic schools only resolve that these indispensable establishments shall be called into immediate existence, and that the means shall be supplied by those who possess them, the rest will be merely a question of time.

5. *Infant Schools.*—Next in importance to the subject just noticed is that to which I am about to refer. In the course of my visits I have observed with regret not only the paucity of infant schools actually existing, but an apparent unconsciousness, in some cases, of their immense value and importance. It is true that many energetic and intelligent school-managers have been restrained from the attempt to found them, simply by the impossibility of commanding the necessary funds. But the manner in which my suggestions on this point have sometimes been received, has convinced me, that the peculiar value of infant schools has not been universally appreciated as it deserves.

To insist upon the absolute necessity of commencing the work of education from the tenderest age would be, in our day, a mere superfluity. It is admitted on all hands. The consequences of delay in this matter are well known to those teachers who are accustomed to receive poor children into their schools at seven or eight years of age, who had been abandoned up to that period to the precarious influences of domestic teaching and discipline. Not only are such pupils an occasion of distractions and embarrassment to the teacher, who is compelled to submit them to the *organization* already established, but utterly unsuitable to their condition, and to minister to them instruction by *methods* which must in their case be nearly inoperative, but they are found to introduce an element of disorder and confusion, often seriously deteriorating the general character of the school, and tending to corrupt its best customs and traditions. So invariable are the signs which indicate the presence of these disturbers, that a glance is often sufficient to detect them; and when they enter in large numbers into the composition of a school, no really satisfactory results need be looked for.

The presence of "infants," *i. e.* of children under six or seven years of age, in a school attended by those of more advanced age, is equally injurious to its efficiency. Experience has suggested the organization proper to children of this class, for whose training and instruction special and peculiar methods are quite indispensable, and wherever any other system, less effective and appropriate, is employed, the result will be comparative failure.

But there is another consideration connected with the establishment of infant schools which is of too much practical importance to be omitted.

Every one knows how unwilling the poverty-stricken parents, doomed by inflexible necessity *pauperiem et duros ferre labores*, are to lose the fugitive services of their children, or to forfeit the scanty wages which they are sometimes able to earn, especially in the manufacturing districts, even at a very early age. As far as my own experience goes, it is very rare in

such towns as Manchester, Stockport, Rochdale, Wigan, and others of their class, to see children at school after the age of 12 or 13. But these same parents, far from wishing to retain the *younger*, or non-productive, children at home, would commonly rejoice to get them off their hands during the hours of daily labour. The infant school would prove a real boon to *them;* whilst to their little ones, abandoned, for lack of this refuge, to the improvidence of an urchin whose own education is sacrificed while he performs this needless task, or dragged after the mother to the crowded and steaming factory, it would be a blessing indeed. And when, after two or three years of careful training, that training which is nowhere more beautiful nor more wonderful in its results than in an infant school conducted upon judicious and scientific methods, these children shall be drafted into the upper school, they will not only be found to have already acquired a larger amount of elementary knowledge than is commonly possessed by others at 12 or 13 years of age, but will carry with them habits of order, docility, and application which will powerfully contribute to the welfare of the new society into which they are introduced. I am almost ashamed to urge truths so simple and obvious, but the paucity of really efficient infant schools for the Roman Catholic poor—at the present moment I could not enumerate more than four or five, though doubtless many more exist—may perhaps justify remarks which in themselves are trite and common place. Of the estimate which is formed of the value of such schools by persons of experience, and of the peculiar training and qualifications necessary for their effective management, interesting proofs may be seen in Mr. Stow's excellent work on "The Training System of Education." That gentleman, whose authority is very considerable, remarks that, "the highest point of attainment of the normal student is, *to be able to conduct the initiatory school.*" And again; that "in a normal training seminary, like our own (Glasgow), whilst there are model schools for children of all ages and in all branches, the initiatory or infant department is made *the standard of the highest attainment* for our students." I fear that this sentiment, however just, will appear strange to the managers of many schools which I have visited, even to those whose zealous efforts for the promotion of elementary education in their respective localities have been comparatively unproductive, precisely on this account,—because amongst the institutions which they have created with this object they have omitted the most important and essential of all, *the infant school.*

I shall have occasion to notice, in another part of this Report, some examples of such schools already in active operation, and upon which others may be advantageously modelled.

6. *Local School Committees.*—The general absence of local

school committees, and the feebleness of their action and influence where actually existing, must be considered as an indication that the co-operation between the laity and the over-tasked clergy is, in respect of educational schemes, far less energetic than could be desired. Except in those comparatively rare cases where the skill and devotedness of the teacher supply the absence of other auxiliary influences, there will be observed a marked difference between the condition of schools which enjoy the benefit of intelligent clerical supervision and those which do not. The admirable schools at Newport, Blackburn, Sunderland, Edinburgh, and other places, owe their success and efficiency in no small degree to the remarkable zeal and ability of the clergy, by whom they are so carefully fostered. But it is the special misfortune of the majority of Roman Catholic schools in this country that the arduous and incessant labours of the clergy leave them but little leisure to minister to those little ones to whom, as the most interesting and important section of their flocks, they would no doubt willingly devote the largest share of pastoral solicitude and guidance. In some cases, as in Preston, where so many large and flourishing Roman Catholic schools are found, one clergyman, relieved for that purpose from the ordinary ministerial avocations, is entrusted with the daily and general supervision of all the educational establishments. Is it impossible that the same salutary arrangement should be carried into effect in London, Liverpool, Manchester, and other populous cities? Whoever has witnessed the manifold beneficial results of this plan,—or again, has become conversant with the melancholy history of the youth of both sexes, whose misfortune it has been rarely to see the pastor at school, and whose scanty "education" has terminated without originating sentiments of gratitude and reverence towards their spiritual guides,—will appreciate the importance of this suggestion. But without dwelling upon a proposition which I offer with all respect and deference to those who know how to judge its value, and who do not need to be told that the influence which is lost or compromised during the school period, will rarely be recovered in later life; I would venture to appeal, with all possible earnestness, to the Roman Catholic laity, to direct their attention to the practical methods by which, in conjunction with the clergy, they may most effectually contribute to further the excellent designs of the Committee of Council, and to accomplish their allotted share of that great and truly national work which the best and most enlightened of every other class and community are now seeking to promote. Let it be permitted to me to protest, with all the energy of my convictions, against the mistaken notion, that a poor body, such as the Catholics of England, can possibly spend their money to more advantage, or with happier results, than in

the creation and extension of elementary schools, and the timely instruction of that class of the population for whose future destinies they are, in a special manner, responsible, both to this nation and to Divine Providence. No one has possessed more opportunity than myself of judging how many there are who have anticipated by their own prudent and religious zeal, and by the noblest personal sacrifices, the invitation which is now made to them; but there are some who have still to follow their generous example. I could speak, for instance, of a school, in a densely populated locality, into which not a single layman had once entered during the space of 12 months; and of another, maintained solely by the zeal of the resident clergyman, whose very meals were curtailed to supply the necessary funds, while two laymen in the immediate neighbourhood, both possessing considerable wealth, not only abstained from contributing one farthing to its support, but rejected an earnest invitation to countenance it with their presence even on a solitary and special occasion. I hasten to add that I have met with no instances so painful as these, and that it would be easy to counterbalance these by others of a very different kind.

As an instance of the operation of a really efficient school committee, and an example which may be followed in other localities, I would refer to Birmingham, where the affairs of six or seven schools are administered by a central committee, of the fruits of whose zeal, liberality, and judgment I shall have occasion to speak in another place.

7. *Ecclesiastical and District Inspectors.*—It has often been observed, with great truth, that if the visits of the official Inspectors of schools be really productive of advantage, they ought to occur more than once in 12 months. This conviction of the benefits of frequent inspection has led, in several countries, to the creation of a class of Inspectors whose services cannot be too highly estimated. In Belgium the ecclesiastical and diocesan inspectors, appointed by the bishops, are recognized, though not salaried, by the State. They are also specially empowered, by the 7th article of the law on primary education, to exercise, conjointly with the civil functionaries, the office delegated to them by the spiritual authorities. An official circular of the minister, dated August, 1846, orders that a copy of the instructions issued by the bishops to the diocesan inspectors be transmitted to every school in the kingdom, and that they be considered "as an appendix to the general regulations established for primary schools." Of the good results of this united and harmonious action of the temporal and spiritual powers, it is superfluous to speak. It is certainly to be desired that the elementary Roman Catholic schools of this country should enjoy the advantage of such inspection as that alluded to, though it be perfectly independent of the action of the

Committee of Council, and not distinctly recognized by any official declaration.

8. *Apprenticed Pupil Teachers.*—The number of candidates for apprenticeship in Roman Catholic schools, upon whose candidature a decision has been pronounced, is 144. Of these 80 have been admitted by your Lordships to apprenticeship, and 64 rejected on various grounds; viz., 6 disqualified by age, 5 by the defective nature of the school accommodation, 11 by inadequacy of numbers attending the school, 4 by doubtful capacity of teacher, and 38 by incompetency.

Of all the measures which have been devised by your Lordships for the improvement of elementary schools, those which have had in view the effective training and instruction of monitors are perhaps the most indisputably beneficial. Wherever the monitorial system prevails, as it will probably continue to do in the great majority of primary schools, the character of the instruction must depend, in an important degree, upon the competency of this class of auxiliary teachers. If the Committee of Council had offered to the managers of schools no other advantages than those which accompany the apprenticeship of pupil-teachers, they would have deserved the gratitude of all who are interested in elementary education. These advantages are already fully appreciated by many of the directors of Roman Catholic schools, and it is to be hoped that others, as they become acquainted with their importance, will take the necessary steps to secure them. The marked difference which the lapse of a short time will certainly develope between those schools which possess apprenticed pupil-teachers and those which do not will, I am persuaded, suffice to stimulate the managers of the latter, and to determine their judgment.

9. *Certificates of Merit.*—The teachers of Roman Catholic schools, of whom a certain number have already presented themselves as candidates for your Lordships' certificate of merit, labour under a disadvantage, so far as this prize is concerned, in the fact of their attention being principally directed to subjects (religious) in which, though proficiency in such subjects is their peculiar excellence, neither they nor their schools can be examined. Up to the present moment none of the more highly qualified teachers, with the exception of two or three at the most, have offered themselves for examination. Of those who have hitherto done so, and who, with the few exceptions alluded to, belong to the ordinary class of primary instructors, about one-half have been successful, although not one had had the advantage of any special preparation, and the great majority of the candidates were even called upon to undergo the trial a very few weeks, in some cases only a few days, before the date of examination. The

result must, therefore, be considered highly creditable to those who succeeded, and should not inflict the slightest discouragement upon those who failed.

In speaking of this subject, I may perhaps be permitted to express my opinion, that the subjects of the general examination, however judiciously chosen, come before teachers in too vague a form; and that it is much to be desired that a distinct and properly *limited* course of study should be proposed to them, with a view to the economy of their time and the most profitable direction of their labours. I have ventured to recommend such a course to some who have applied to me, because, having had opportunities of observing the confusion and loss of time occasioned by the want of a definite list of subjects and authors, and having been continually requested to supply the defect, I felt myself at liberty to propose such a line of study as appeared to me both adequate to secure success and capable of testing the capacity and eliciting the attainments of every class of candidates.

It is an agreeable duty to express my sense of the many excellent qualities exhibited by all the candidates at the General Easter Examination, of the knowledge and ability displayed by some of their number, and of the candour and good sense with which the unsuccessful recognized the necessity, in their own case, of more extended study, in order to secure the object of their just ambition. That they conducted themselves with scrupulous fairness and integrity it is unnecessary to say, since this might be confidently expected from persons of their character, and was a natural result of the favourable influences under which they have had the advantage to live.

10. *General Observations.*—Under this head may be included the few remaining topics which it seems desirable to notice, viz.—(1.) the types of organization and method commonly adopted in Roman Catholic schools; (2.) the activity of the religious element, and the means employed to sustain it; and (3.) the admission of Protestant children, and the terms upon which it is conceded.

(1.) Considering the peculiar disadvantages under which, for reasons to which it is not necessary to allude since they no longer exist, the promoters of Roman Catholic education have laboured in times past, it might have been reasonably anticipated, that in all which relates to the purely technical and scientific details of such institutions, the elementary Catholic schools of this country would exhibit signs of inferiority. Such, at least, was the impression under which I commenced the duties of my office, but which experience has proved to be entirely erroneous and unfounded. I had omitted to take into account the powerful action of those floating traditions which have been perpetuated amongst this class of schools, and of the

religious and educational institutes, especially that of the Christian Brothers, which have so long flourished in neighbouring countries, and whose development in our own has been of late years in proportion to the increasing wants of the population, for the promotion of whose best interests there were originally founded. The number of schools hitherto visited by me in which the organization is radically defective, is extremely small; and even in most of these the defect is to be exclusively attributed to the inadequacy of school accommodation, or to the poverty of available resources. In the great majority, the organization recommended by the Christian Brothers, than which it is difficult to conceive any more complete and effective, is the model adopted. The "methods" of the same class of teachers are also commonly employed, with more or less vigour and accuracy according to the skill and judgment of those who use them. And even in those schools where their admirable system is not ostensibly imitated, some of its features are almost universally seen, and generally constitute the basis of all which is really effective in them.

And here I will take the opportunity of observing, that since the books published by the Christian Brothers are exclusively employed in a large proportion of Roman Catholic schools, it would obviously be a great boon if these books, *i. e.* such as relate to secular subjects, were added to the lists of the Committee of Council. It is true that the educational works of the Irish Commissioners are used in a certain number of schools, and that they possess, as all who know them will testify, a very high degree of merit; but the disposition to employ those of the Christian Brothers is so general, that, although they are not always superior to those of the Commissioners, and sometimes, in my opinion, not equal to them, the facility of obtaining them at a reduced cost would be productive of great benefit to Roman Catholic schools.

(2.) The very general feeling which exists in this country against the systematic separation of religious and secular instruction offers the surest guarantee for their continued union. It has been, for some years past, a question of deep interest with earnest minded and influential persons, by what means the religious element in education may be most effectually cherished into activity. The late Dr. Arnold was conspicuous for the zeal with which he pursued this important investigation, and it was a just reflection of his vigorous mind, that "the undue predominance of the mere intellect, unaccompanied by a corresponding growth and liveliness of the moral affections," will naturally tend to "coldness on religious matters," and ultimately to something worse still. Stanley's Life, vol. i. p. 358. The energetic example of Dr. Arnold in the conduct of *his own* school appears to have communicated a powerful

impulse to others, and most persons interested in education are now probably so far imbued with his sentiments as to be either occupied in devising plans for stimulating the religious element, or in lamenting the ineffectiveness of those which they have hitherto employed.

Although it did not form part of my instructions to inquire into the condition of Roman Catholic schools in this respect, yet it was impossible so much as to pass through them without being forced, as it were, to observe the fact, that the religious spirit controls and penetrates them in every direction. If it were expedient to give any account of the "means" employed with this object, it would be possible, no doubt, to explain in some measure the completeness of the result obtained. Yet since they are, for the most part, as simple as they are effective, the end seems to the casual observer to be accomplished spontaneously, and without the action of any special contrivance to secure it. That this momentous object *is* fully attained, with very few exceptions, in the schools which I have been instructed to visit, it is my duty to testify. It is evident that the managers of these schools do not conceive "education" to consist in the development of particular faculties to the neglect of others, or in the communication of one or more branches of knowledge; but that they justly regard it as the training of the whole man for the fulfilment of the destinies which await him both in this world and the next. This conception of the real scope and meaning of education is, of course, more consistently exhibited in some cases than in others; but in all, without exception, it gives their peculiar character and direction to the various details of instruction and discipline. I have visited schools where the secular instruction was confined within narrow limits, not ranging beyond the most meagre elements of human learning; yet even in such schools, which in this respect are quite unworthy of praise, I have seen practised ingenuity exhaust itself in proposing the most difficult and delicate questions in Christian doctrine and Bible history, without once succeeding in baffling the knowledge of those who were interrogated. I have witnessed this so often, that I am obliged to consider it the main characteristic, as it is certainly the special charm and praise, of the schools in question.

(3.) The last point which remains to be noticed, is the admission of Protestant children into Catholic schools, and the conditions upon which it is regulated. It very frequently happens, and especially in the midland and northern counties, that for various reasons,—sometimes from a notion that greater advantages are to be obtained, sometimes as a matter of convenience, and perhaps not unfrequently from mere caprice,—the parents of Protestant children are desirous that they should be instructed in a Catholic school. In a very few cases, and from

particular causes, they even form the majority of the regular attendants. It appeared right, therefore, to inquire what is their position in such schools, and how far they are subject to the special influences and instructions which their companions are not permitted to decline. The universal rule is, for I have not met with a single exception, that in no case do they receive religious instruction without the express sanction or request of their parents, and that either they are at liberty to absent themselves from the school altogether when it is communicated, or else the Catholic children are withdrawn to some convenient place, commonly to the church or chapel, in order to be instructed apart. The just susceptibility of religious prepossessions is thus duly consulted and respected, and they who demand liberty of conscience as their own most cherished right, are careful to avoid the criminal inconsistency of violating that sacred privilege in their dealings with others.

I have now completed the observations to which I proposed to confine myself in the present Report, reserving for a future occasion such as a more extended experience may suggest. So far as the knowledge which I have hitherto acquired of the state and progress of Roman Catholic schools enables me to judge, I have no hesitation in expressing the opinion that, in spite of peculiar disadvantages and embarrassments, they are generally conducted with admirable zeal and good sense, and are successfully accomplishing many of the highest and most important results which such institutions are designed to secure. Much, no doubt, very much remains to be done, before the promoters of education for the Catholic poor can venture to think of repose. They have to *create* as well as to sustain, to form new institutions as well as to preserve those which have been transmitted to them. But they comprehend the task which lies before them, and are evidently resolved to perform it, and to perform it thoroughly. Meanwhile I conceive that they are doing their full share of that great work to the final accomplishment of which the Committee of Council has so judiciously proposed the most impressive motives, as well as the most appropriate encouragements; and they are certainly entitled to repeat, in their own names, the declaration which was made not long since by one of the most eloquent prelates of France, on behalf of himself and his fellow-labourers, when he wished to set forth distinctly the services rendered by the illustrious clergy of that nation, both to the authorities of the State and to civil society at large. "We proclaim," said he, "the authority of the civil power; we recommend it to the respect, the obedience, and the love of men; we regard it as the exterior expression of the providence of God:" and he added, with a just confidence which others may share with him, "We come to the aid of civil society *in giving* to it what it cannot give to itself, souls prepared for

the social virtues, devoted to the welfare of humanity, worthy to honour it, and capable of serving it. It is thus that, for our part, we understand '*national education.*'"

I have now only to append, in addition to the tabulated Reports, a brief statement of the schools visited by me, in compliance with your Lordships' directions, since I entered upon the duties of my office.

I have the honor to be, &c.,

T. W. M. MARSHALL.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

6th FEBRUARY.—*Cardiff, Glamorgan.* This is a mixed school, divided into eight classes, five of boys, three of girls, under the sole charge of a very young man, who had been only a few weeks at work at the date of inspection. The school consists almost exclusively of the children of Irish labourers, who obtain a fluctuating employment in the dockyards of the town, and whose low conceptions of the value and importance of elementary education do not induce them to lend more than the feeblest co-operation to the teacher. He appeared, however, to possess both the courage and intelligence necessary to overcome the difficulties of his position. The physical aspect of the children will probably attract his observation, and though he may be unable to supply them with the superfluous luxury of shoes and stockings, he may find it less difficult to disencumber them of the still more superfluous dirt with which too many of them were encased. A new life is evidently commencing in the school, a fair amount of instruction is being gradually diffused, and the attempts of the present amiable and zealous master to stimulate the intelligence of the children have been already accompanied with a certain degree of success. The monitors are at present inefficient. I was sorry to see the walls of the school-room disfigured by engravings, of which the subjects appeared quite unsuitable to the locality. Religious pictures might be substituted for them with great advantage.

8th FEBRUARY.—*St. Mary's, Newport-on-Usk, Monmouth.* Though barely a year in existence, these are, in all respects, most pleasing schools, and in many, models of their class. Composed for the most part of rude materials, the children being mainly of the same grade as those who frequent the Cardiff school, they present an appearance of order, comfort, and cleanliness which are rarely seen in elementary schools, and which indicate the action of a thoroughly vigilant and effective superintendence. The children are remarkably cheerful and interested in their work, and the relations between them and their teachers are those of self-denying zeal and uniform kindliness on the one side, and of grateful attachment and respect on the other. The organization and discipline, in both schools, approach perfection, and the utmost order prevails in every department, without the slightest symptom of rigour or vexatious restraint. The instruction, though excellent in quality and conveyed with considerable skill, is perhaps too limited in its range; but this is to be attributed to the very short period during which the schools have been in operation, the ignorance of the majority of the children at the time of their admission,

and, more particularly, to the prudent discretion of the teachers, who, comprehending the true meaning of *education*, have aimed first at disciplining the *affections*, and communicating the elements of religious knowledge, which they wisely regard as the only true and solid basis of all other learning.

As I was requested by the managers to hear the boys examined in religious subjects, and as this did not appear to me inconsistent with my instructions, I may be allowed to express the gratification which the results of the examination afforded me. The extent and accuracy of information which the children exhibited in the various subjects of catechetical instruction, was really astonishing, and equally honourable to the teachers and the scholars. A quasi-dramatic dialogue, recited at the request of the master, evinced considerable intelligence and self-possession in the boys who took part in it, and evidently excited interest in the school. Such an exercise may be recommended in other schools, as likely to produce a good effect by stimulating mental activity, and as a proof to the children that amusement is not always banished from school-pursuits, and that their teachers desire to encourage and promote it.

Some of the customs in these schools deserve notice. When the children are called over, to check the daily attendance, each answers to his name, "Blessed be God." If this had appeared to be a mere form, it might have deserved blame rather than praise; but as there was an evident naturalness and propriety in the tone and manner of the children, who did not seem to think there was anything extraordinary or unusual in the custom, the effect was extremely pleasing. Every time the school clock strikes the hour, the occupations are suspended for a few moments, while each child, without dictation, offers a brief mental prayer, and meditates for an instant on the passage of time. In forming classes and performing other evolutions, the whole school sing fragments of hymns or litanies. Such customs are sufficiently characteristic of the spirit which animates these most interesting schools to deserve a memorial. The deep interest evinced in the school by the laity of the neighbourhood is an additional guarantee for its continued efficiency and success.

10th FEBRUARY.—Visited schools in Clifton, Bristol, and Bath, at the request of local managers.

12th FEBRUARY.—*Fulham, Middlesex.* It is to be regretted that a school so ably conducted as this, should have been hitherto held in two hired rooms in the village, of inadequate dimensions, for want of more appropriate buildings. Possessing the highest advantages in the intelligent supervision of the clergyman, and in the teaching of a trained and highly qualified master, its organization was utterly defective, and its discipline comparatively feeble, the children being so confusedly crowded together that the former was impracticable, and the latter nearly so. It is most creditable to the conductors of the school that, in spite of this formidable disadvantage, the children have made very considerable progress, particularly in arithmetic and geography. The master takes great pains to communicate the *principles* of knowledge. I have seen no school where there was less of mere rote-learning, nor where the instruction conveyed was more *real*.

Being instructed to visit the same schools at a later period of the year,—the candidates for apprenticeship having been rejected on the ground of insufficient school accommodation,—I found that the energetic manager had, in the interval, commenced the erection of new buildings, designed by an eminent architect, and constructed upon an imposing scale. Two female teachers, trained in the educational institute at Doneraile, had also been provided for the girls, and a large room, suitably furnished, had been provisionally assigned for their use. An abundant supply of books and apparatus had also been furnished. It is satisfactory to report such an *example of* active co-operation with the objects and recommendations of

the Committe of Council, and it may be anticipated that these schools, conducted with so much zeal and judgment, will rank, at no distant day, amongst the very highest of their class.

13th FEBRUARY.—*Moorfields, London.* Inspection postponed, at the request of school-committee, in consequence of the illness of the master.

15th FEBRUARY.—*Walsall, Staffordshire.* These schools had fallen into a languid state, owing to the feeble health of the master. A new teacher had entered upon his duties only three weeks before the date of inspection. At that period the boys' school appeared to require a thorough re-organization. It was evident that if its inmates had learned to talk with fluency, they had still to acquire the more difficult virtue of silence. The desks and benches, sharing the general insubordination, appeared to have selected their own position, and not to have been arranged with any view to the convenience of the children, or the economy of space. The instruction, except in religious subjects, had been meagre and superficial. The discipline was unsatisfactory. The present master who, as well as the teachers at Newport and Fulham, has obtained the certificate of merit, is fully competent to raise the school to a high degree of efficiency. The girls' school, which is conducted by an amiable and pleasing but untrained mistress, presented a more favourable aspect, but is very imperfectly organized. Whatever is necessary to the more efficient working of both schools will be supplied by the zeal of the clergyman, who, it is to be hoped, will no longer be left to accomplish, alone and unaided, so essential and so difficult a work. The great sacrifices which he has already made should provoke the co-operation, whilst they certainly deserve the gratitude of those who are able to assist him. The Sunday-schools are attended by nearly 500 children.

16th FEBRUARY.—Conference with school-committees at Birmingham, and visits to several schools under their management.

17th FEBRUARY.—Conference with school-managers at Northampton, who have determined to erect new schools before placing themselves in communication with the Committe of Council. The girls' school, which is conducted with great skill and success, will probably become a model upon which others may be formed. The ladies who perform the functions of teachers, and who have been carefully trained according to the system of one of the most flourishing educational institutes of Belgium, have undertaken the instruction of a certain number of normal pupils. It cannot be doubted that this institution will, in due time, assume a character of great importance.

20th FEBRUARY.—*St. Alban's, Blackburn.* These schools afford a striking example of what may be accomplished by judicious and energetic management, even when unaccompanied by other than ordinary advantages and appliances. The organization in the boys' school, in which the system of the Christian Brothers is fully carried out by an intelligent master, is extremely complete and effective, though on the day of inspection some time was lost in forming the drafts, and a slight degree of confusion was observable; but this was owing to the master attempting, on that occasion, to do personally what ought to be committed to the monitors. The instruction is skilfully conveyed, but a greater variety should be introduced in the subjects of the reading-lessons. Attempts are made, with considerable success, to correct the peculiarities of the Lancashire pronunciation. The vigilance of the clergyman, to whose able and assiduous instructions the school owes much of its efficiency, opposes an effectual check to the communication of unreal knowledge.

The girls' school is in a far less satisfactory condition, but nothing will be neglected by the managers to improve its character. The liberality of the laity, who feel a deep and intelligent interest in the institution, will supply

whatever may be wanting to its growth and development. Both the school-rooms are of large dimensions, and perfectly adapted to their object.

It should be added that these are not the only efforts of the managers to promote education within the limits of their influence. Three evening schools, two for males and one for females, have been opened for the instruction of young persons employed during the day in the factories. Two libraries have been provided for their use. Many testify their gratitude by assisting in the Sunday-schools, which are frequented by between 500 and 600 children. An additional school-room, of good architectural design and large dimensions —90 feet in length and 37 in height—is just completed. It is a pleasing duty to express the gratification which my visit to this place afforded me, and my conviction that the plans now in operation for the diffusion of sound elementary education in the schools described will be attended with the most successful results.

22nd FEBRUARY.—*St. Cuthbert's, Durham.* These schools, which are held in large, cheerful, and well-arranged rooms, present all the tokens of steady progress, and are conducted by teachers well qualified for their office. The boys' school is organized upon the plan adopted in the Westminster Training School, where the master, who communicates his instructions with skill and judgment, and with remarkable energy, received his professional education. The proficiency of the boys in mental arithmetic is conspicuous, and the principles of calculation are as carefully explained to the youngest children as to the most advanced. The boys are particularly docile and well mannered. The master, who, as well as the teacher at Blackburn, has obtained the certificate of merit, will probably think it expedient to extend the range of instruction, and to introduce a larger number of his pupils to the study of geometry and algebra. The History of England should also be more systematically studied.

In the girls' school, where the organization and discipline are very complete and satisfactory, the instruction is perhaps not sufficiently individualized, and there is a little tendency to convey unreal knowledge. Some of the questions proposed to the children were injudicious, being clothed in hard words, and seemed to me to afford an illustration of the proverb, "A lesson is not given till it is received." But it is certain that in both these very pleasing schools the work of education is proceeding with great vigour and success.

23rd FEBRUARY.—*St. Mary's, Sunderland.* Nothing has been neglected by the managers of these very important and flourishing schools to raise them to the highest degree of efficiency, and the results are proportioned to the efforts which they have made with this object. Two rooms, arranged according to the system of the Christian Brothers, are appropriated to the use of the boys, who are divided into senior and junior schools. The first and second classes which compose the upper school, are each subdivided into six drafts, under the charge of intelligent monitors, the whole being constantly superintended by the master, by whom the simultaneous and collective lessons are conducted. Several of the boys have acquired an amount of knowledge rarely attained in primary schools, particularly in the elementary branches of mathematical science, which the master, who has obtained the first class certificate of merit, and who possesses the combination of gifts so necessary in his profession, is eminently qualified to teach. The welfare of the school, which appears to be highly appreciated in the neighbourhood, is carefully cherished by the resident clergy, of whose ardent and enlightened zeal in the cause of education, and intelligent co-operation with the Committee of Council, it is impossible to speak too highly.

The junior boys' school, which is conducted by a singularly able and devoted teacher, who has also obtained the certificate of merit, exhibits all the

tokens of prudent and vigilant direction; but it may be questioned whether the organization employed be the most suitable for children, many of whom are of tender age. The creation of an infant school is quite indispensable to the accomplishmant of the full objects of the managers of these admirable schools, who, since they evidently aim at nothing short of the highest attainable perfection, must employ all the machinery necessary to secure it.

The girls' school, which is divided into sixteen classes, and superintended by a large body of teachers trained in the Institute of the Sisters of Mercy, is the most interesting of all those which I have had the pleasure to visit. Many of the girls appear to belong to the middle classes, and reflect in their whole deportment the happy influence of their teachers. The school-room, though very large, is perhaps too crowded, and a considerable number of the younger children should be removed, and subjected to the organization proper to infants. Some of the junior monitors appeared to be inefficient, and unable to command the attention of their classes. The needle-work is particularly good.

Upon the whole, I conceive that in these schools, which reflect the highest credit upon their managers and teachers, *all* the most important objects which are included in any system of primary education are fully realized; and that they cannot but exercise, in the course of years, an immense influence upon the moral and social condition of the population to whose highest interests they so essentially minister. Such schools deserve to be ranked amongst the most valuable institutions which a nation can possess.

26th FEBRUARY.—*St. Andrew's, Newcastle-on-Tyne.* It is enough to say that more than 1100 children have passed through these schools in the course of a single year, to indicate the nature of the difficulty which the teachers have to overcome. Such a torrent is apt to leave behind it unwelcome tokens of its passage. Success would appear, indeed, to be almost impossible where, from the constant migration of the parents, who are nearly all Irish labourers, the attendance is so irregular and the composition of the school so fluctuating. Yet there are many signs, especially in the girls' school, which is very carefully organized and subdivided, and conducted by a remarkably zealous and efficient teacher, of active and steady progress. The mistress employs "monitors of order," who are extremely diligent and well trained, with great advantage; the classes are formed with method and quickness, and the whole school, by means of vigilant and unceasing supervision, is kept constantly at work. Few schools exhibit a more striking proof of what may be accomplished by the energy and devotion of one person. The children find their own books, which does not tend to procure a very copious supply. The circumstances of the place are almost exceptional, and the results which have been obtained, in the face of many difficulties, are very honourable to the managers. I am informed that, since my visit, two trained masters have been provided for the boys' school, a large quantity of books and apparatus purchased, and a new life infused into the institution.

28th FEBRUARY.—*St. Mary's, Edinburgh.* A very pleasing school, conducted by a trained and intelligent mistress, and mainly upon the Lancasterian system. The present arrangement of the desks and benches does not leave sufficient space for the orderly formation of drafts, and the influence of the monitors appeared to me rather feeble. In spite of these defects, excellent results are being obtained, and the school overflows with life and vigour. Attached to it is an infant school, under the management of a very skilful and amiable mistress, who seems thoroughly to understand her work, and whose gentle and affectionate deportment to the children is, I have no doubt, one cause of her success. The usual technical methods are employed with great advantage, the mistress having been carefully trained in the Model School, Dublin, and the little ones, who are animated and cheerful, are receiving all the instruction of which they are capable. The

future of both these schools is full of promise, and the infant department may be recommended as a model to those managers who are desirous to create similar institutions.

2nd MARCH.—*St. Austin's, Darlington, Durham.* These schools, which have only been in existence a few months, have already attained a high degree of efficiency, and may be expected to progress rapidly. The boys' school, of which the master, who has obtained the certificate of merit, is a refined and highly educated person, has rather the aspect of a "middle" than of a primary school. The instruction may be profitably extended; and it may be reasonably anticipated that the boys will derive, in due time, from a teacher so sensible and well informed, more than the usual portion of elementary knowledge. The girls are well and carefuly instructed by a mistress whose mode of examination appeared to me very judicious and methodical. Both the schools are in the most satisfactory condition.

7th MARCH.—*South Hackney, Middlesex.* There can be no doubt that when more suitable school accommodation, and a due supply of furniture and apparatus, shall have been provided, these schools will realize the objects of their founder. At present, the organization is necessarily imperfect. Both the teachers appear to perform the duties of their office with great zeal. In the boys' school, vocal music is taught by the master with some success.

8th MARCH.—*Walthamstow, Essex.* This school, which owes its existence to the liberality of a lady in the neighbourhood, has been so recently opened, and the attendance is at present so limited that it would be premature to pronounce any opinions upon its character. The zeal of the founder is the best guarantee for its future success.

9th MARCH.—*Wade-street, Poplar, Middlesex.* As a memorable example of what can be accomplished by energy and devotion, in spite of almost unequalled difficulties, and in the absence of even the most ordinary appliances, these schools are worthy of all admiration. Attended by a class of children so utterly destitute that a large proportion of them habitually come to the school without having tasted food, depending upon what their parents may be able to bring them in the course of the day—and established in a locality which neither possesses any resources within itself nor receives the smallest aid or encouragement from without—the perseverance of the resident clergy, and the extraordinary energy of the master, have nevertheless obtained results which are not often witnessed even in the most favoured schools. Nothing can better reveal the singular character of the boys' school than a brief account of what took place, in my presence, during the examination of the candidates for apprenticeship. After they had been at work for about an hour, it being then 3 o'clock in the afternoon, I observed such evident signs of lassitude and fatigue in some of the boys that I was induced to inquire if there was any special cause for it. After some hesitation, they confessed that they had as yet tasted no food! I suspended the examination for half-an-hour, that time might be given to procure refreshment. Yet these very boys, few of whom possessed either shoes or stockings, and whose whole life is, as it were, a protracted fast, after answering the questions to which the examination is usually limited, proceeded to work with a facility which showed that they were familiar with them, problems in algebra, geometry, mensuration, and mechanics. And they had been instructed in these subjects by a teacher who is entirely self-taught, who generously provided from his own scanty means the books necessary for such studies, and who, almost without preparation and at the first trial, succeeded in obtaining the certificate of merit. I cannot sufficiently express my admiration of the zeal and laborious industry of this meritorious schoolmaster, to whom I gladly offer the public testimony which his honourable exertions deserve. The girls' school is *in a very* inferior condition, and requires a complete re-organization.

13th MARCH.—*Webb-street, Borough.* Visited at the request of the managers: see Report for the 26th of June.

15th MARCH.—*St. John's Wood, Middlesex.* Partly inspected; further examination postponed in consequence of the change of teachers.

16th MARCH.—*High-street, Marylebone.* Examination deferred, owing to the illness of the teacher.

20th MARCH.—*St. James's, Orrell, near Wigan.*—This is a mixed school, attended by boys, girls, and infants, and taught by a trained and very intelligent mistress from the Marlborough-street school, Dublin. The attendance is necessarily irregular, the children being widely scattered over the neighbouring country. The school-room is of ample dimensions and good architectural form, but capable of further improvement by internal decoration. The instruction is judicious and skilfully conveyed, and the mistress appeared to be perfectly conversant with scientific methods. She seemed to manage the boys with success. The school enjoys an important advantage in the constant supervision of the clergyman. It has only been in operation twelve months.

21st and 22nd MARCH.—*St. Austin's, Preston, Lancashire.* Preston is conspicuous for the many noble educational establishments which it possesses for the instruction of the Catholic poor. In the character of its spacious and cheerful school-rooms, the general costliness of its edifices, and the striking results of the system pursued, it is perhaps unequalled by any other town in England. Of the two schools which I inspected officially, one is appropriated to girls, the other to infants. In the former the organization and discipline are nearly perfect. The evolutions are performed with great method and quickness, the children are under complete control, and very prepossessing in their deportment. They are for the most part very young, being able to obtain profitable employment in the factories at eleven years of age. I was struck with the absence of provincial accent, particularly in the monitors; but I cannot say that, except in religious subjects, the amount of instruction was altogether satisfactory: grammar is too much neglected, and the *principles* of arithmetic are not sufficiently explained. The infant school presents some pleasing features, but the organization employed is not the most suitable for that class of children. A gallery should be provided, and no really satisfactory results can be obtained in such a school but by a *trained* teacher. The most successful attempts have been made in Preston to preserve an influence over those who have quitted the school for the factory, by means of night-schools, which I had an opportunity of visiting, and which are regularly attended by a very large number of young persons.

23rd MARCH.—*Towneley, Lancashire.* Examination postponed by request.

24th MARCH.—*St. Mary's, Wigan.* The boys' school is conducted with some success, but the existence of better organized and more frequented Roman Catholic schools in the same town tends to depress its character by exhausting the educational resources of the place. The girls' school is capable of much improvement.

27th MARCH.—*St. Chad's, Birmingham.* A succession of incompetent teachers had apparently injured the character of this school, which was formerly in a much more satisfactory condition. The present master, who appears to possess considerable intelligence, had only been at work three weeks at the date of inspection, and had evidently not acquired full influence over the children. He was very imperfectly seconded by the monitors, most of whom were inefficient, and quite incapable of securing the attention of a class. Indeed it must be said that the school required a thorough re-organization, which, I have reason to believe, the zeal of a

2. *Educational Resources of Roman Catholics.*—In reviewing the existing means and arrangements for extending the blessings of sound elementary education amongst the Roman Catholics of this country, there is one circumstance which, as it appears to be in some degree peculiar to that body, deserves especial notice. Of all the classes and communities into which our society is divided, there is none so burdened by almost hopeless *poverty*, or so embarrassed by the disproportion between its necessities and its resources as the body in question. Not only do the immense majority of its members in this country belong to the ranks of the poor, but even in those ranks they usually occupy the very lowest place. If amidst the most obscure and crowded haunts of our populous and manufacturing towns there be one spot which penury seems to have marked in a special manner for its own, that spot will commonly be found to be tenanted by English or Irish Catholics. Within a circle of 12 miles round Manchester, to take but a single example, it is computed that more than 100,000, almost all of whom are more or less familiar with suffering and want, are to be found at this day; while so small is the number of their own community in the district referred to who possess the comforts or luxuries of life, that the devotion of the whole possessions of the few would not suffice to make even an approximately adequate provision for the spiritual and temporal needs of the many. In London, from the same cause—if indeed this can be admitted as a sufficient explanation of so melancholy a fact,—there can hardly be less than 30,000 Roman Catholic children, of whose daily life, or means of acquiring useful knowledge, their nominal pastors and guides would find it difficult to give any accurate account. The net which should have enclosed so great a multitude has broken, and there are not sufficient labourers at hand to gather in its scattered fragments.

But if the social position and the temporal resources of the Roman Catholics of this country be, in the main, and with only partial exceptions, such as has been described, the nature of the work which Divine Providence appears to have committed to the more wealthy and influential amongst them, and which the civil power now invites and encourages them to undertake, should rather excite them to efforts commensurate with its magnitude and urgency than be suffered to induce despondency or alarm. For though it be true that the work admits of no delay, and that every successive year of apathy and neglect, or even of languid and ill-directed effort, will but augment its difficulty, yet there are many reasons for the confident expectation that it both can and will be accomplished, and that at no distant period the advantages of a solid religious and secular education will be *placed* within the reach of every poor Catholic in Great

Britain. It may be well, therefore, to say a few words upon the agencies already in operation to secure this end, and the additional means still required for its complete eventual attainment.

3. *The Catholic Poor School Committee.*—Of all the grounds upon which cheerful anticipations in this respect may be most confidently reposed, the growing influence, activity, and usefulness of the "Catholic Poor School Committee" assuredly deserves to be regarded as the most encouraging. Composed of many of the most intelligent and influential members of the Catholic body, and enjoying a twofold advantage in the unlimited confidence of the ecclesiastical authorities, and in being the recognised organ of communication for educational purposes with the Committee of Council, it has not only employed all due means to promote and recommend the Goverment measures for the benefit of elementary schools, but has in a great measure created or perfected the machinery for developing the efficiency of existing schools, and taken the initiative in preparing or suggesting the gradual introduction of all those new institutions of which it has been the first to discover and point out the imperative necessity. Very few are the localities which I have visited where I have not detected the signs of its powerful and beneficial action; and it is impossible for me to express adequately the sense of my own obligations for the facilities which its judicious intervention has afforded me in the discharge of my official duties, and the valuable assistance which it has constantly extended to me, as an agent of the Committee of Council, in removing difficulties which might otherwise have impeded the course of my labours. The pecuniary aid which it affords to schools struggling with difficulties, the encouragements which it proposes to deserving teachers, the establishment of "exhibitions" to be filled up, from time to time at my recommendation, the employment of an "organizing mistress" to visit female schools where her services may be desired, the assistance and counsel afforded to local managers, particularly in facilitating their communications with the Committee of Council; these are some of the most important benefits which Roman Catholic poor schools are already deriving from its administration.

I conceive, therefore, that all who possess the means of promoting the welfare and the extension of this class of schools will do well not only to consider, without delay, how they can best acquit themselves of this sacred and pressing obligation, but to accept the organization which the Poor School Committee supplies for carrying their benevolent purposes into effect. It is not, let them be assured, by individual or desultory efforts that so large and difficult a work can be effectually completed; nor will the best intentions, nor even the most lavish

sacrifices, constitute a sufficient instrumentality for accomplishing it, unless directed by *practical knowledge and experience*, and aided by the technical appliances and regulated machinery which the Poor School Committee, acting in conjunction with the Committee of Council, is prepared to recommend, and within the limit of its resources to supply. The almost enthusiastic zeal which, as I am bound to testify, has been manifested, with barely two or three exceptions, by all the managers of Roman Catholic schools with whom I have come in contact, and their evident desire to respond to the appeal which is now made to them, in common with others, leaves no room for doubt that they will, as I have ventured to recommend, cheerfully co-operate with the Poor School Committee in calling into existence those educational institutions which are necessary for the remedy of present defects and short-comings. It only remains, therefore, to point out some of the most important and essential of those which are still wanting, and without which no really satisfactory or enduring results can be obtained.

4. *Normal Schools.*—It was an observation of the venerable Overberg,—*Manuel de Pédagogie*, § 34,—the most experienced and successful pedagogue of his day, that the qualifications which the continual improvement of modern educational systems and methods requires in elementary teachers can only be obtained "*by the frequentation of normal schools.*" I am unwilling to enumerate the qualities and attainments which this writer demands in all primary instructors, lest I should seem to pronounce a satire upon some of their number. But I would ask the promoters of education in Roman Catholic schools to what class of teachers they propose to intrust them, seeing that not a single normal school has hitherto been provided for their training in England or Wales? It is true that the admirable training institutions which abound in Ireland have hitherto afforded such a supply of qualified schoolmasters and mistresses as, in some measure, to remedy the defect; and that a certain number of young men are now pursuing a systematic course of study, under the auspices of the Poor School Committee, at the Institution at Ploermel, in Brittany; while a few normal pupils, designed to have the charge of female schools, are under instruction in the new and promising establishments at Birmingham and Northampton. Ratcliffe College has also furnished a very small number of trained teachers, whose admirable schools, as at Newport and Hull, attest the value of the institution in which they studied their profession. But it cannot be said that, up to the present moment, the Roman Catholics of England possess, or have even made any attempt to establish, such normal and training schools as can alone furnish an adequate supply of that class

of teachers to whom the work of education can be safely entrusted. Yet it is certain, and all experience confirms the opinion, that schools conducted by *untrained* teachers are, with rare exceptions, of an inferior kind, and often a mere delusion. How, indeed, is it possible that the delicate and arduous functions, for the efficient discharge of which a long course of careful study and of systematic preparation is absolutely indispensable, can be successfully performed by persons whose only qualification for the business of an elementary teacher sometimes consists in the fact, that they have detected their own incompetency for every other? as if the discipline and instruction of that class upon whose future habits and dispositions the welfare of the State will mainly depend were a kind of *hors d'œuvre*, a "*facilis labor*," which might be suitably committed to persons who had already been surpassed by their competitors in all the other occupations of life!

It cannot, then, be too earnestly impressed upon all who desire that the education of the Roman Catholic poor of this country should be a *reality*, that the very first step towards the attainment of that result is, the creation of normal schools. It would, no doubt, be unjust and unreasonable that the non-existence of these important and necessary institutions should be made a ground of reproach to those who, in this country, and up to a recent period, have been in no condition to undertake such works. But the peculiar difficulties and impediments of a by-gone epoch have passed away, and the laws which once forbade one class of British subjects to educate even their own children have been superseded by a milder and more rational code; while proposals of assistance and encouragement have succeeded to penal and repressive interdicts. The defect of energy and zeal at the present moment cannot, therefore, be excused by pleading the embarrassments of a past age; and all who, being invited by competent authority to perform their share in the work of national education, fail to respond to the invitation, must henceforth bear the reproach due to their apathy.

Of the particular form and constitution which should be given to the proposed normal and training schools, it would perhaps be premature to speak on the present occasion. Great facilities and advantages, however, are possessed by those upon whom their organization will devolve. They will find the most complete models in the analogous institutions, framed and conducted with consummate skill and attended with the most brilliant results, which have long been in operation in neighbouring countries. Let the promoters of elementary Roman Catholic schools only resolve that these indispensable establishments shall be called into immediate existence, and that the means shall be supplied by those who possess them, the rest will be merely *a question* of time.

5. *Infant Schools.*—Next in importance to the subject just noticed is that to which I am about to refer. In the course of my visits I have observed with regret not only the paucity of infant schools actually existing, but an apparent unconsciousness, in some cases, of their immense value and importance. It is true that many energetic and intelligent school-managers have been restrained from the attempt to found them, simply by the impossibility of commanding the necessary funds. But the manner in which my suggestions on this point have sometimes been received, has convinced me, that the peculiar value of infant schools has not been universally appreciated as it deserves.

To insist upon the absolute necessity of commencing the work of education from the tenderest age would be, in our day, a mere superfluity. It is admitted on all hands. The consequences of delay in this matter are well known to those teachers who are accustomed to receive poor children into their schools at seven or eight years of age, who had been abandoned up to that period to the precarious influences of domestic teaching and discipline. Not only are such pupils an occasion of distractions and embarrassment to the teacher, who is compelled to submit them to the *organization* already established, but utterly unsuitable to their condition, and to minister to them instruction by *methods* which must in their case be nearly inoperative, but they are found to introduce an element of disorder and confusion, often seriously deteriorating the general character of the school, and tending to corrupt its best customs and traditions. So invariable are the signs which indicate the presence of these disturbers, that a glance is often sufficient to detect them; and when they enter in large numbers into the composition of a school, no really satisfactory results need be looked for.

The presence of "infants," *i. e.* of children under six or seven years of age, in a school attended by those of more advanced age, is equally injurious to its efficiency. Experience has suggested the organization proper to children of this class, for whose training and instruction special and peculiar methods are quite indispensable, and wherever any other system, less effective and appropriate, is employed, the result will be comparative failure.

But there is another consideration connected with the establishment of infant schools which is of too much practical importance to be omitted.

Every one knows how unwilling the poverty-stricken parents, doomed by inflexible necessity *pauperiem et duros ferre labores*, are to lose the fugitive services of their children, or to forfeit the scanty wages which they are sometimes able to earn, especially in the manufacturing districts, even at a very early age. As far as my own experience goes, it is very rare in

such towns as Manchester, Stockport, Rochdale, Wigan, and others of their class, to see children at school after the age of 12 or 13. But these same parents, far from wishing to retain the *younger*, or non-productive, children at home, would commonly rejoice to get them off their hands during the hours of daily labour. The infant school would prove a real boon to *them*; whilst to their little ones, abandoned, for lack of this refuge, to the improvidence of an urchin whose own education is sacrificed while he performs this needless task, or dragged after the mother to the crowded and steaming factory, it would be a blessing indeed. And when, after two or three years of careful training, that training which is nowhere more beautiful nor more wonderful in its results than in an infant school conducted upon judicious and scientific methods, these children shall be drafted into the upper school, they will not only be found to have already acquired a larger amount of elementary knowledge than is commonly possessed by others at 12 or 13 years of age, but will carry with them habits of order, docility, and application which will powerfully contribute to the welfare of the new society into which they are introduced. I am almost ashamed to urge truths so simple and obvious, but the paucity of really efficient infant schools for the Roman Catholic poor—at the present moment I could not enumerate more than four or five, though doubtless many more exist—may perhaps justify remarks which in themselves are trite and common place. Of the estimate which is formed of the value of such schools by persons of experience, and of the peculiar training and qualifications necessary for their effective management, interesting proofs may be seen in Mr. Stow's excellent work on "The Training System of Education." That gentleman, whose authority is very considerable, remarks that, "the highest point of attainment of the normal student is, *to be able to conduct the initiatory school.*" And again; that "in a normal training seminary, like our own (Glasgow), whilst there are model schools for children of all ages and in all branches, the initiatory or infant department is made *the standard of the highest attainment* for our students." I fear that this sentiment, however just, will appear strange to the managers of many schools which I have visited, even to those whose zealous efforts for the promotion of elementary education in their respective localities have been comparatively unproductive, precisely on this account,—because amongst the institutions which they have created with this object they have omitted the most important and essential of all, *the infant school.*

I shall have occasion to notice, in another part of this Report, some examples of such schools already in active operation, and upon which others may be advantageously modelled.

6. *Local School Committees.*—The general absence of local

school committees, and the feebleness of their action and influence where actually existing, must be considered as an indication that the co-operation between the laity and the over-tasked clergy is, in respect of educational schemes, far less energetic than could be desired. Except in those comparatively rare cases where the skill and devotedness of the teacher supply the absence of other auxiliary influences, there will be observed a marked difference between the condition of schools which enjoy the benefit of intelligent clerical supervision and those which do not. The admirable schools at Newport, Blackburn, Sunderland, Edinburgh, and other places, owe their success and efficiency in no small degree to the remarkable zeal and ability of the clergy, by whom they are so carefully fostered. But it is the special misfortune of the majority of Roman Catholic schools in this country that the arduous and incessant labours of the clergy leave them but little leisure to minister to those little ones to whom, as the most interesting and important section of their flocks, they would no doubt willingly devote the largest share of pastoral solicitude and guidance. In some cases, as in Preston, where so many large and flourishing Roman Catholic schools are found, one clergyman, relieved for that purpose from the ordinary ministerial avocations, is entrusted with the daily and general supervision of all the educational establishments. Is it impossible that the same salutary arrangement should be carried into effect in London, Liverpool, Manchester, and other populous cities? Whoever has witnessed the manifold beneficial results of this plan,—or again, has become conversant with the melancholy history of the youth of both sexes, whose misfortune it has been rarely to see the pastor at school, and whose scanty "education" has terminated without originating sentiments of gratitude and reverence towards their spiritual guides,—will appreciate the importance of this suggestion. But without dwelling upon a proposition which I offer with all respect and deference to those who know how to judge its value, and who do not need to be told that the influence which is lost or compromised during the school period, will rarely be recovered in later life; I would venture to appeal, with all possible earnestness, to the Roman Catholic laity, to direct their attention to the practical methods by which, in conjunction with the clergy, they may most effectually contribute to further the excellent designs of the Committee of Council, and to accomplish their allotted share of that great and truly national work which the best and most enlightened of every other class and community are now seeking to promote. Let it be permitted to me to protest, with all the energy of my convictions, against the mistaken notion, that a *poor* body, such as the Catholics of England, can possibly spend *their* money to more advantage, or with happier results, than in

the creation and extension of elementary schools, and the timely instruction of that class of the population for whose future destinies they are, in a special manner, responsible, both to this nation and to Divine Providence. No one has possessed more opportunity than myself of judging how many there are who have anticipated by their own prudent and religious zeal, and by the noblest personal sacrifices, the invitation which is now made to them; but there are some who have still to follow their generous example. I could speak, for instance, of a school, in a densely populated locality, into which not a single layman had once entered during the space of 12 months; and of another, maintained solely by the zeal of the resident clergyman, whose very meals were curtailed to supply the necessary funds, while two laymen in the immediate neighbourhood, both possessing considerable wealth, not only abstained from contributing one farthing to its support, but rejected an earnest invitation to countenance it with their presence even on a solitary and special occasion. I hasten to add that I have met with no instances so painful as these, and that it would be easy to counterbalance these by others of a very different kind.

As an instance of the operation of a really efficient school committee, and an example which may be followed in other localities, I would refer to Birmingham, where the affairs of six or seven schools are administered by a central committee, of the fruits of whose zeal, liberality, and judgment I shall have occasion to speak in another place.

7. *Ecclesiastical and District Inspectors.*—It has often been observed, with great truth, that if the visits of the official Inspectors of schools be really productive of advantage, they ought to occur more than once in 12 months. This conviction of the benefits of frequent inspection has led, in several countries, to the creation of a class of Inspectors whose services cannot be too highly estimated. In Belgium the ecclesiastical and diocesan inspectors, appointed by the bishops, are recognized, though not salaried, by the State. They are also specially empowered, by the 7th article of the law on primary education, to exercise, conjointly with the civil functionaries, the office delegated to them by the spiritual authorities. An official circular of the minister, dated August, 1846, orders that a copy of the instructions issued by the bishops to the diocesan inspectors be transmitted to every school in the kingdom, and that they be considered "as an appendix to the general regulations established for primary schools." Of the good results of this united and harmonious action of the temporal and spiritual powers, it is superfluous to speak. It is certainly to be desired that the elementary Roman Catholic schools of this country should enjoy the advantage of such inspection as that alluded to, though it be perfectly independent of the action of the

Committee of Council, and not distinctly recognized by any official declaration.

8. *Apprenticed Pupil Teachers.*—The number of candidates for apprenticeship in Roman Catholic schools, upon whose candidature a decision has been pronounced, is 144. Of these 80 have been admitted by your Lordships to apprenticeship, and 64 rejected on various grounds; viz., 6 disqualified by age, 5 by the defective nature of the school accommodation, 11 by inadequacy of numbers attending the school, 4 by doubtful capacity of teacher, and 38 by incompetency.

Of all the measures which have been devised by your Lordships for the improvement of elementary schools, those which have had in view the effective training and instruction of monitors are perhaps the most indisputably beneficial. Wherever the monitorial system prevails, as it will probably continue to do in the great majority of primary schools, the character of the instruction must depend, in an important degree, upon the competency of this class of auxiliary teachers. If the Committee of Council had offered to the managers of schools no other advantages than those which accompany the apprenticeship of pupil-teachers, they would have deserved the gratitude of all who are interested in elementary education. These advantages are already fully appreciated by many of the directors of Roman Catholic schools, and it is to be hoped that others, as they become acquainted with their importance, will take the necessary steps to secure them. The marked difference which the lapse of a short time will certainly develope between those schools which possess apprenticed pupil-teachers and those which do not will, I am persuaded, suffice to stimulate the managers of the latter, and to determine their judgment.

9. *Certificates of Merit.*—The teachers of Roman Catholic schools, of whom a certain number have already presented themselves as candidates for your Lordships' certificate of merit, labour under a disadvantage, so far as this prize is concerned, in the fact of their attention being principally directed to subjects (religious) in which, though proficiency in such subjects is their peculiar excellence, neither they nor their schools can be examined. Up to the present moment none of the more highly qualified teachers, with the exception of two or three at the most, have offered themselves for examination. Of those who have hitherto done so, and who, with the few exceptions alluded to, belong to the ordinary class of primary instructors, about one-half have been successful, although not one had had the advantage of any special preparation, and the great majority of the candidates were even *called* upon to undergo the trial a very few weeks, in some *cases* only a few days, before the date of examination. The

result must, therefore, be considered highly creditable to those who succeeded, and should not inflict the slightest discouragement upon those who failed.

In speaking of this subject, I may perhaps be permitted to express my opinion, that the subjects of the general examination, however judiciously chosen, come before teachers in too vague a form; and that it is much to be desired that a distinct and properly *limited* course of study should be proposed to them, with a view to the economy of their time and the most profitable direction of their labours. I have ventured to recommend such a course to some who have applied to me, because, having had opportunities of observing the confusion and loss of time occasioned by the want of a definite list of subjects and authors, and having been continually requested to supply the defect, I felt myself at liberty to propose such a line of study as appeared to me both adequate to secure success and capable of testing the capacity and eliciting the attainments of every class of candidates.

It is an agreeable duty to express my sense of the many excellent qualities exhibited by all the candidates at the General Easter Examination, of the knowledge and ability displayed by some of their number, and of the candour and good sense with which the unsuccessful recognized the necessity, in their own case, of more extended study, in order to secure the object of their just ambition. That they conducted themselves with scrupulous fairness and integrity it is unnecessary to say, since this might be confidently expected from persons of their character, and was a natural result of the favourable influences under which they have had the advantage to live.

10. *General Observations.*—Under this head may be included the few remaining topics which it seems desirable to notice, viz.—(1.) the types of organization and method commonly adopted in Roman Catholic schools; (2.) the activity of the religious element, and the means employed to sustain it; and (3.) the admission of Protestant children, and the terms upon which it is conceded.

(1.) Considering the peculiar disadvantages under which, for reasons to which it is not necessary to allude since they no longer exist, the promoters of Roman Catholic education have laboured in times past, it might have been reasonably anticipated, that in all which relates to the purely technical and scientific details of such institutions, the elementary Catholic schools of this country would exhibit signs of inferiority. Such, at least, was the impression under which I commenced the duties of my office, but which experience has proved to be entirely erroneous and unfounded. I had omitted to take into account the powerful action of those floating traditions which have been perpetuated amongst this class of schools, and of the

religious and educational institutes, especially that of the Christian Brothers, which have so long flourished in neighbouring countries, and whose development in our own has been of late years in proportion to the increasing wants of the population, for the promotion of whose best interests there were originally founded. The number of schools hitherto visited by me in which the organization is radically defective, is extremely small; and even in most of these the defect is to be exclusively attributed to the inadequacy of school accommodation, or to the poverty of available resources. In the great majority, the organization recommended by the Christian Brothers, than which it is difficult to conceive any more complete and effective, is the model adopted. The "methods" of the same class of teachers are also commonly employed, with more or less vigour and accuracy according to the skill and judgment of those who use them. And even in those schools where their admirable system is not ostensibly imitated, some of its features are almost universally seen, and generally constitute the basis of all which is really effective in them.

And here I will take the opportunity of observing, that since the books published by the Christian Brothers are exclusively employed in a large proportion of Roman Catholic schools, it would obviously be a great boon if these books, *i. e.* such as relate to secular subjects, were added to the lists of the Committee of Council. It is true that the educational works of the Irish Commissioners are used in a certain number of schools, and that they possess, as all who know them will testify, a very high degree of merit; but the disposition to employ those of the Christian Brothers is so general, that, although they are not always superior to those of the Commissioners, and sometimes, in my opinion, not equal to them, the facility of obtaining them at a reduced cost would be productive of great benefit to Roman Catholic schools.

(2.) The very general feeling which exists in this country against the systematic separation of religious and secular instruction offers the surest guarantee for their continued union. It has been, for some years past, a question of deep interest with earnest minded and influential persons, by what means the religious element in education may be most effectually cherished into activity. The late Dr. Arnold was conspicuous for the zeal with which he pursued this important investigation, and it was a just reflection of his vigorous mind, that "the undue predominance of the mere intellect, unaccompanied by a corresponding growth and liveliness of the moral affections," will naturally tend to "coldness on religious matters," and ultimately to something worse still. Stanley's Life, vol. i. p. 358. The energetic example of Dr. Arnold in the conduct of *his own* school appears to have communicated a powerful

the social virtues, devoted to the welfare of humanity, worthy to honour it, and capable of serving it. It is thus that, for our part, we understand '*national education.*'"

I have now only to append, in addition to the tabulated Reports, a brief statement of the schools visited by me, in compliance with your Lordships' directions, since I entered upon the duties of my office.

I have the honor to be, &c.,

T. W. M. MARSHALL.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

6th FEBRUARY.—*Cardiff, Glamorgan.* This is a mixed school, divided into eight classes, five of boys, three of girls, under the sole charge of a very young man, who had been only a few weeks at work at the date of inspection. The school consists almost exclusively of the children of Irish labourers, who obtain a fluctuating employment in the dockyards of the town, and whose low conceptions of the value and importance of elementary education do not induce them to lend more than the feeblest co-operation to the teacher. He appeared, however, to possess both the courage and intelligence necessary to overcome the difficulties of his position. The physical aspect of the children will probably attract his observation, and though he may be unable to supply them with the superfluous luxury of shoes and stockings, he may find it less difficult to disencumber them of the still more superfluous dirt with which too many of them were encased. A new life is evidently commencing in the school, a fair amount of instruction is being gradually diffused, and the attempts of the present amiable and zealous master to stimulate the intelligence of the children have been already accompanied with a certain degree of success. The monitors are at present inefficient. I was sorry to see the walls of the school-room disfigured by engravings, of which the subjects appeared quite unsuitable to the locality. Religious pictures might be substituted for them with great advantage.

8th FEBRUARY.—*St. Mary's, Newport-on-Usk, Monmouth.* Though barely a year in existence, these are, in all respects, most pleasing schools, and in many, models of their class. Composed for the most part of rude materials, the children being mainly of the same grade as those who frequent the Cardiff school, they present an appearance of order, comfort, and cleanliness which are rarely seen in elementary schools, and which indicate the action of a thoroughly vigilant and effective superintendence. The children are remarkably cheerful and interested in their work, and the relations between them and their teachers are those of self-denying zeal and uniform kindliness on the one side, and of grateful attachment and respect on the other. The organization and discipline, in both schools, approach perfection, and the utmost order prevails in every department, without the slightest symptom of rigour or vexatious restraint. The instruction, though excellent in quality and conveyed with considerable skill, is perhaps too limited in its range; but this is to be attributed to the very short period during which the schools have been in operation, the ignorance of the majority of the children at the time of their admission,

particular causes, they even form the majority of the regular attendants. It appeared right, therefore, to inquire what is their position in such schools, and how far they are subject to the special influences and instructions which their companions are not permitted to decline. The universal rule is, for I have not met with a single exception, that in no case do they receive religious instruction without the express sanction or request of their parents, and that either they are at liberty to absent themselves from the school altogether when it is communicated, or else the Catholic children are withdrawn to some convenient place, commonly to the church or chapel, in order to be instructed apart. The just susceptibility of religious prepossessions is thus duly consulted and respected, and they who demand liberty of conscience as their own most cherished right, are careful to avoid the criminal inconsistency of violating that sacred privilege in their dealings with others.

I have now completed the observations to which I proposed to confine myself in the present Report, reserving for a future occasion such as a more extended experience may suggest. So far as the knowledge which I have hitherto acquired of the state and progress of Roman Catholic schools enables me to judge, I have no hesitation in expressing the opinion that, in spite of peculiar disadvantages and embarrassments, they are generally conducted with admirable zeal and good sense, and are successfully accomplishing many of the highest and most important results which such institutions are designed to secure. Much, no doubt, very much remains to be done, before the promoters of education for the Catholic poor can venture to think of repose. They have to *create* as well as to sustain, to form new institutions as well as to preserve those which have been transmitted to them. But they comprehend the task which lies before them, and are evidently resolved to perform it, and to perform it thoroughly. Meanwhile I conceive that they are doing their full share of that great work to the final accomplishment of which the Committee of Council has so judiciously proposed the most impressive motives, as well as the most appropriate encouragements; and they are certainly entitled to repeat, in their own names, the declaration which was made not long since by one of the most eloquent prelates of France, on behalf of himself and his fellow-labourers, when he wished to set forth distinctly the services rendered by the illustrious clergy of that nation, both to the authorities of the State and to civil society at large. "We proclaim," said he, "the authority of the civil power; we recommend it to the respect, the obedience, and the love of men; we regard it as the exterior expression of the providence of God:" and he added, with a just confidence which others may share with him, "We come to the aid of civil society *in giving* to it what it cannot give to itself, souls prepared for

the social virtues, devoted to the welfare of humanity, worthy to honour it, and capable of serving it. It is thus that, for our part, we understand '*national education.*'"

I have now only to append, in addition to the tabulated Reports, a brief statement of the schools visited by me, in compliance with your Lordships' directions, since I entered upon the duties of my office.

I have the honor to be, &c.,

T. W. M. MARSHALL.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

6th FEBRUARY.—*Cardiff, Glamorgan.* This is a mixed school, divided into eight classes, five of boys, three of girls, under the sole charge of a very young man, who had been only a few weeks at work at the date of inspection. The school consists almost exclusively of the children of Irish labourers, who obtain a fluctuating employment in the dockyards of the town, and whose low conceptions of the value and importance of elementary education do not induce them to lend more than the feeblest co-operation to the teacher. He appeared, however, to possess both the courage and intelligence necessary to overcome the difficulties of his position. The physical aspect of the children will probably attract his observation, and though he may be unable to supply them with the superfluous luxury of shoes and stockings, he may find it less difficult to disencumber them of the still more superfluous dirt with which too many of them were encased. A new life is evidently commencing in the school, a fair amount of instruction is being gradually diffused, and the attempts of the present amiable and zealous master to stimulate the intelligence of the children have been already accompanied with a certain degree of success. The monitors are at present inefficient. I was sorry to see the walls of the school-room disfigured by engravings, of which the subjects appeared quite unsuitable to the locality. Religious pictures might be substituted for them with great advantage.

8th FEBRUARY.—*St. Mary's, Newport-on-Usk, Monmouth.* Though barely a year in existence, these are, in all respects, most pleasing schools, and in many, models of their class. Composed for the most part of rude materials, the children being mainly of the same grade as those who frequent the Cardiff school, they present an appearance of order, comfort, and cleanliness which are rarely seen in elementary schools, and which indicate the action of a thoroughly vigilant and effective superintendence. The children are remarkably cheerful and interested in their work, and the relations between them and their teachers are those of self-denying zeal and uniform kindliness on the one side, and of grateful attachment and respect on the other. The organization and discipline, in both schools, approach perfection, and the utmost order prevails in every department, without the slightest symptom of rigour or vexatious restraint. The instruction, though excellent in quality and conveyed with considerable skill, is perhaps too limited in its range; but this is to be attributed to the very short period during which the schools have been in operation, the ignorance of the majority of the children at the time of their admission,

and, more particularly, to the prudent discretion of the teachers, who, comprehending the true meaning of *education*, have aimed first at disciplining the *affections*, and communicating the elements of religious knowledge, which they wisely regard as the only true and solid basis of all other learning.

As I was requested by the managers to hear the boys examined in religious subjects, and as this did not appear to me inconsistent with my instructions, I may be allowed to express the gratification which the results of the examination afforded me. The extent and accuracy of information which the children exhibited in the various subjects of catechetical instruction, was really astonishing, and equally honourable to the teachers and the scholars. A quasi-dramatic dialogue, recited at the request of the master, evinced considerable intelligence and self-possession in the boys who took part in it, and evidently excited interest in the school. Such an exercise may be recommended in other schools, as likely to produce a good effect by stimulating mental activity, and as a proof to the children that amusement is not always banished from school-pursuits, and that their teachers desire to encourage and promote it.

Some of the customs in these schools deserve notice. When the children are called over, to check the daily attendance, each answers to his name, "Blessed be God." If this had appeared to be a mere form, it might have deserved blame rather than praise; but as there was an evident naturalness and propriety in the tone and manner of the children, who did not seem to think there was anything extraordinary or unusual in the custom, the effect was extremely pleasing. Every time the school clock strikes the hour, the occupations are suspended for a few moments, while each child, without dictation, offers a brief mental prayer, and meditates for an instant on the passage of time. In forming classes and performing other evolutions, the whole school sing fragments of hymns or litanies. Such customs are sufficiently characteristic of the spirit which animates these most interesting schools to deserve a memorial. The deep interest evinced in the school by the laity of the neighbourhood is an additional guarantee for its continued efficiency and success.

10th FEBRUARY.—Visited schools in Clifton, Bristol, and Bath, at the request of local managers.

12th FEBRUARY.—*Fulham, Middlesex.* It is to be regretted that a school so ably conducted as this, should have been hitherto held in two hired rooms in the village, of inadequate dimensions, for want of more appropriate buildings. Possessing the highest advantages in the intelligent supervision of the clergyman, and in the teaching of a trained and highly qualified master, its organization was utterly defective, and its discipline comparatively feeble, the children being so confusedly crowded together that the former was impracticable, and the latter nearly so. It is most creditable to the conductors of the school that, in spite of this formidable disadvantage, the children have made very considerable progress, particularly in arithmetic and geography, The master takes great pains to communicate the *principles* of knowledge. I have seen no school where there was less of mere rote-learning, nor where the instruction conveyed was more *real*.

Being instructed to visit the same schools at a later period of the year,—the candidates for apprenticeship having been rejected on the ground of insufficient school accommodation,—I found that the energetic manager had, in the interval, commenced the erection of new buildings, designed by an eminent architect, and constructed upon an imposing scale. Two female teachers, trained in the educational institute at Doneraile, had also been provided for the girls, and a large room, suitably furnished, had been provisionally assigned for their use. An abundant supply of books and apparatus had also been furnished. It is satisfactory to report such an *example of* active co-operation with the objects and recommendations of

whatever may be wanting to its growth and development. Both the school-rooms are of large dimensions, and perfectly adapted to their object.

It should be added that these are not the only efforts of the managers to promote education within the limits of their influence. Three evening schools, two for males and one for females, have been opened for the instruction of young persons employed during the day in the factories. Two libraries have been provided for their use. Many testify their gratitude by assisting in the Sunday-schools, which are frequented by between 500 and 600 children. An additional school-room, of good architectural design and large dimensions—90 feet in length and 37 in height—is just completed. It is a pleasing duty to express the gratification which my visit to this place afforded me, and my conviction that the plans now in operation for the diffusion of sound elementary education in the schools described will be attended with the most successful results.

22nd FEBRUARY.—*St. Cuthbert's, Durham.* These schools, which are held in large, cheerful, and well-arranged rooms, present all the tokens of steady progress, and are conducted by teachers well qualified for their office. The boys' school is organized upon the plan adopted in the Westminster Training School, where the master, who communicates his instructions with skill and judgment, and with remarkable energy, received his professional education. The proficiency of the boys in mental arithmetic is conspicuous, and the principles of calculation are as carefully explained to the youngest children as to the most advanced. The boys are particularly docile and well mannered. The master, who, as well as the teacher at Blackburn, has obtained the certificate of merit, will probably think it expedient to extend the range of instruction, and to introduce a larger number of his pupils to the study of geometry and algebra. The History of England should also be more systematically studied.

In the girls' school, where the organization and discipline are very complete and satisfactory, the instruction is perhaps not sufficiently individualized, and there is a little tendency to convey unreal knowledge. Some of the questions proposed to the children were injudicious, being clothed in hard words, and seemed to me to afford an illustration of the proverb, "A lesson is not given till it is received." But it is certain that in both these very pleasing schools the work of education is proceeding with great vigour and success.

23rd FEBRUARY.—*St. Mary's, Sunderland.* Nothing has been neglected by the managers of these very important and flourishing schools to raise them to the highest degree of efficiency, and the results are proportioned to the efforts which they have made with this object. Two rooms, arranged according to the system of the Christian Brothers, are appropriated to the use of the boys, who are divided into senior and junior schools. The first and second classes which compose the upper school, are each subdivided into six drafts, under the charge of intelligent monitors, the whole being constantly superintended by the master, by whom the simultaneous and collective lessons are conducted. Several of the boys have acquired an amount of knowledge rarely attained in primary schools, particularly in the elementary branches of mathematical science, which the master, who has obtained the first class certificate of merit, and who possesses the combination of gifts so necessary in his profession, is eminently qualified to teach. The welfare of the school, which appears to be highly appreciated in the neighbourhood, is carefully cherished by the resident clergy, of whose ardent and enlightened zeal in the cause of education, and intelligent co-operation with the Committee of Council, it is impossible to speak too highly.

The junior boys' school, which is conducted by a singularly able and devoted teacher, who has also obtained the certificate of merit, exhibits all the

future of both these schools is full of promise, and the infant department may be recommended as a model to those managers who are desirous to create similar institutions.

2nd MARCH.—*St. Austin's, Darlington, Durham.* These schools, which have only been in existence a few months, have already attained a high degree of efficiency, and may be expected to progress rapidly. The boys' school, of which the master, who has obtained the certificate of merit, is a refined and highly educated person, has rather the aspect of a "middle" than of a primary school. The instruction may be profitably extended; and it may be reasonably anticipated that the boys will derive, in due time, from a teacher so sensible and well informed, more than the usual portion of elementary knowledge. The girls are well and carefuly instructed by a mistress whose mode of examination appeared to me very judicious and methodical. Both the schools are in the most satisfactory condition.

7th MARCH.—*South Hackney, Middlesex.* There can be no doubt that when more suitable school accommodation, and a due supply of furniture and apparatus, shall have been provided, these schools will realize the objects of their founder. At present, the organization is necessarily imperfect. Both the teachers appear to perform the duties of their office with great zeal. In the boys' school, vocal music is taught by the master with some success.

8th MARCH.—*Walthamstow, Essex.* This school, which owes its existence to the liberality of a lady in the neighbourhood, has been so recently opened, and the attendance is at present so limited that it would be premature to pronounce any opinions upon its character. The zeal of the founder is the best guarantee for its future success.

9th MARCH.—*Wade-street, Poplar, Middlesex.* As a memorable example of what can be accomplished by energy and devotion, in spite of almost unequalled difficulties, and in the absence of even the most ordinary appliances, these schools are worthy of all admiration. Attended by a class of children so utterly destitute that a large proportion of them habitually come to the school without having tasted food, depending upon what their parents may be able to bring them in the course of the day—and established in a locality which neither possesses any resources within itself nor receives the smallest aid or encouragement from without—the perseverance of the resident clergy, and the extraordinary energy of the master, have nevertheless obtained results which are not often witnessed even in the most favoured schools. Nothing can better reveal the singular character of the boys' school than a brief account of what took place, in my presence, during the examination of the candidates for apprenticeship. After they had been at work for about an hour, it being then 3 o'clock in the afternoon, I observed such evident signs of lassitude and fatigue in some of the boys that I was induced to inquire if there was any special cause for it. After some hesitation, they confessed that they had as yet tasted no food! I suspended the examination for half-an-hour, that time might be given to procure refreshment. Yet these very boys, few of whom possessed either shoes or stockings, and whose whole life is, as it were, a protracted fast, after answering the questions to which the examination is usually limited, proceeded to work with a facility which showed that they were familiar with them, problems in algebra, geometry, mensuration, and mechanics. And they had been instructed in these subjects by a teacher who is entirely self-taught, who generously provided from his own scanty means the books necessary for such studies, and who, almost without preparation and at the first trial, succeeded in obtaining the certificate of merit. I cannot sufficiently express my admiration of the zeal and laborious industry of this meritorious schoolmaster, to whom I gladly offer the public testimony which his honourable exertions deserve. The girls' school is *in a very inferior* condition, and requires a complete re-organization.

13th MARCH.—*Webb-street, Borough.* Visited at the request of the managers: see Report for the 26th of June.

15th MARCH.—*St. John's Wood, Middlesex.* Partly inspected; further examination postponed in consequence of the change of teachers.

16th MARCH.—*High-street, Marylebone.* Examination deferred, owing to the illness of the teacher.

20th MARCH.—*St. James's, Orrell, near Wigan.*—This is a mixed school, attended by boys, girls, and infants, and taught by a trained and very intelligent mistress from the Marlborough-street school, Dublin. The attendance is necessarily irregular, the children being widely scattered over the neighbouring country. The school-room is of ample dimensions and good architectural form, but capable of further improvement by internal decoration. The instruction is judicious and skilfully conveyed, and the mistress appeared to be perfectly conversant with scientific methods. She seemed to manage the boys with success. The school enjoys an important advantage in the constant supervision of the clergyman. It has only been in operation twelve months.

21st and 22nd MARCH.—*St. Austin's, Preston, Lancashire.* Preston is conspicuous for the many noble educational establishments which it possesses for the instruction of the Catholic poor. In the character of its spacious and cheerful school-rooms, the general costliness of its edifices, and the striking results of the system pursued, it is perhaps unequalled by any other town in England. Of the two schools which I inspected officially, one is appropriated to girls, the other to infants. In the former the organization and discipline are nearly perfect. The evolutions are performed with great method and quickness, the children are under complete control, and very prepossessing in their deportment. They are for the most part very young, being able to obtain profitable employment in the factories at eleven years of age. I was struck with the absence of provincial accent, particularly in the monitors; but I cannot say that, except in religious subjects, the amount of instruction was altogether satisfactory: grammar is too much neglected, and the *principles* of arithmetic are not sufficiently explained. The infant school presents some pleasing features, but the organization employed is not the most suitable for that class of children. A gallery should be provided, and no really satisfactory results can be obtained in such a school but by a *trained* teacher. The most successful attempts have been made in Preston to preserve an influence over those who have quitted the school for the factory, by means of night-schools, which I had an opportunity of visiting, and which are regularly attended by a very large number of young persons.

23rd MARCH.—*Towneley, Lancashire.* Examination postponed by request.

24th MARCH.—*St. Mary's, Wigan.* The boys' school is conducted with some success, but the existence of better organized and more frequented Roman Catholic schools in the same town tends to depress its character by exhausting the educational resources of the place. The girls' school is capable of much improvement.

27th MARCH.—*St. Chad's, Birmingham.* A succession of incompetent teachers had apparently injured the character of this school, which was formerly in a much more satisfactory condition. The present master, who appears to possess considerable intelligence, had only been at work three weeks at the date of inspection, and had evidently not acquired full influence over the children. He was very imperfectly seconded by the monitors, most of whom were inefficient, and quite incapable of securing the attention of a class. Indeed it must be said that the school required a thorough re-organization, which, I have reason to believe, the zeal of a

very intelligent and active school committee has subsequently succeeded in accomplishing. It is indispensable to the welfare of the school that the younger children should be separately instructed, for which the existence of a moveable partition of wood offers the necessary facilities. Until this is done, or an infant school established, no substantial improvement need be anticipated. Some repairs and decorations might be attempted with advantage, the aspect of the school-room, which is large and sufficiently well ventilated, being the reverse of cheerful. There is no reason why this important school should not become a model of its class, and it may be confidently expected that nothing will be neglected by the present managers to secure that result.

The girls' school, conducted by a teacher who appears to possess every gift and qualification necessary for her office, is rapidly approaching to the highest degree of perfection of which such an institution is capable. All the most important features of a highly organized primary school are already visible, and as the subjects of instruction are judiciously extended, and the improvements suggested by experience gradually introduced, all the results of a complete system of elementary education will be realized in this school. It would be well if some attempt were made to render the school-room less gloomy.

The infant-school, which has been lately organized with care and skill by a trained teacher, is in a very efficient state.

28th MARCH.—*St. Peter's, Birmingham.* The boys' school is in a condition of active progress, and affords an example of the excellent effect of constant clerical supervision. Its efficiency is mainly owing to the zeal and talent of the clergyman, by whom it is, I believe, daily visited. The girls' school is well organized, but the range of instruction has been hitherto rather limited.

29th MARCH.—*St. Nicholas, Birmingham.* This is held provisionally, in a locality not entirely adapted to the purpose, but is likely to assume a new and more important character. It is of recent origin.

29th MARCH.—*St. Patrick's, Birmingham.* A school of the same character as the above: both are full of promise for the future.

30th MARCH.—*St. Nicholas, Sutton, Coldfield, Warwickshire.* A small but very pleasing village school, exhibiting many tokens of judicious and affectionate management. In respect of neatness, cheerfulness, and good order, it is quite a model.

APRIL and MAY—Examinations of candidates for certificates of merit in London and Sunderland, with the exception of the following days, *viz.*:—

3rd APRIL.—*Moorfields, London.* A large and well-conducted school, the organization being very complete, and the children thoroughly under control. The reading in the first class is remarkably good, but the instruction too limited in the lower departments of the school. It may be expected that the appointment of pupil-teachers will infuse a new vitality, and importantly assist the teacher, who appeared to be almost overwhelmed by the magnitude of his labours. Several of the monitors are very intelligent and energetic. A larger supply of books and maps is indispensable, and the school-room requires to be painted and cleaned.

1st MAY.—*Hartlepool, Durham.* Conference with manager and partial examination of school. See Report for 7th of August.

3rd MAY.—*Canning-street, Hull.* Schools only partially inspected, but evidently full of life and vigour, and the boys' school conducted with great skill and success.

4th JUNE.—*St. John's Wood, London.* Boys'. This is a school in which the organization and discipline had been carried almost to perfection by a

limited, and it is much to be desired that the schools should be placed under the charge of more efficient teachers.

10th JULY.—*St. Peter's, Leamington, Warwickshire.* Held in one of the most beautiful school-rooms I have ever seen, and likely to become quite a model school. Great attention has evidently been paid to the younger children, but the amount of knowledge possessed by those of the upper classes is by no means so ample as could be desired. The teacher, who is intelligent and studious, and has obtained the certificate of merit, should feel that much may be fairly expected from one who has at his disposal all the requisite advantages for realizing the most important results of primary education.

12th JULY.—*St. Mary's, Breewood, Staffordshire.* Very pleasing schools, conducted by excellent teachers, and likely to improve rapidly. The needle-work and the reading are particularly good in the girls' school.

13th JULY.—*St. John's, Rochdale.*—A mixed school, under the charge of a very competent master. A gallery should be provided for the infants, and another room appropriated for their use. The "night-school" is said to be well attended by adults.

16th JULY.—*St. Nicholas, Liverpool.* A very large and important school, carefully cherished by the clergy, and conducted by a very devoted teacher. New schools, of large dimensions, and admirably constructed, are in course of erection. It is certain that this will become one of the most important of existing institutions for the education of Roman Catholic children.

17th JULY,—*Litherland, near Liverpool.* These are new schools, built upon a site granted by the liberality of Lord Sefton, and steadily improving in efficiency. Their present state is highly creditable to the managers and teachers.

18th JULY.—*Stockport.* Examination postponed: the schools have been entirely re-organized since the date of inspection. They were at that time in a most unsatisfactory condition.

19th JULY.—*St. Alban's, Macclesfield.* The boys' school is progressing very satisfactorily under a pleasing and laborious teacher, who seems to love his work, and who is quite competent to raise the school to a high state of efficiency. A greater variety of text-books is indispensable. The room appropriated to the girls is too limited in size to allow of a complete organization.

20th JULY.—*Leek, Staffordshire.* Both these schools, which are under the charge of competent teachers, are seriously injured by the want of a due supply of books and apparatus. Until these are obtained in sufficient quantity, their progress must be necessarily retarded.

23rd JULY.—*Euxton and Chorley.* Visited at the request of the managers. The schools at the former place are in a very satisfactory condition. In the latter, the children were not assembled at the time of my visit.

24th JULY.—*St. Mary's, Fleetwood.* A mixed school, most imperfectly organized, and held in a room quite unsuitable for the purpose. It is proposed to build new schools without delay, and nothing will be neglected by a very zealous pastor to remedy existing defects. The teacher is capable and energetic.

26th JULY.—*St. Andrew's, Dumfries.* A large mixed school, held in an excellent room, but which is deficient in the necessary furniture. The younger children read with remarkable fluency and correctness. Vocal music is taught by one of the clergy, and the children sing the gamut with tolerable accuracy. The girls should be removed to a separate room, and placed under a female teacher. The master will perhaps find it expedient

15th JUNE.—*Islington.* Examination postponed at the request of school-committee.

19th JUNE.—*Hammersmith.* These schools are held in very cheerful and airy rooms; much interest is evinced in their progress by the laity, and the attendance is regular and constant. The instruction has been too superficial, but the schools present very pleasing features. They may be expected to improve rapidly. They both owe much to the zeal of the clergyman and to the countenance and liberality of a lady residing in the neighbourhood, whose example might be followed with the happiest results in many other places.

20th JUNE.—*Clapham.* A school of recent foundation, and not hitherto remarkable for the amount of instruction diffused, except in religious subjects, but conducted in the best possible spirit, and likely to improve rapidly.

21st JUNE.—*Deptford.* The aspect of the school-rooms is depressing, and the organization incomplete. The population of the town is said to be much demoralized, and the parents commonly quite indifferent to the education of their children. Against these and other difficulties the managers have hitherto struggled, but not with complete success.

22nd JUNE.—*St. George's, Southwark.* The school has only recently been transferred to a new and excellent building, offering the greatest advantages to the teacher, of which it is to be hoped that he will not fail to avail himself. It is greatly to be desired that so important an institution should be placed, without delay, upon a really solid foundation, and that efforts should be made to give to it all the efficiency of which it is capable. The teacher should feel that a very serious charge has been intrusted to him in the conduct of such a school; and there can be no doubt that the zeal and energy of the managers will place at his disposal all the aids and appliances which are necessary to its continued progress and improvement.

25th JUNE.—*Islington.* These schools are held in large and cheerful rooms, and appear to be cherished with much interest by the laity. Both, however, are capable of improvement, and in the boys' school the discipline is certainly defective. The lowest class contains about 60 children: it is indispensable that it should be subdivided. An infant school is much wanted.

26th JUNE.—*Webb-street, Borough.* This school, which was visited on the 13th of March, when it was in a most unsatisfactory condition, has subsequently, owing to the active and judicious measures of the clergyman, quite changed its character. It is, in many respects, a pleasing and instructive example of the beneficial action of clerical influence, and may now be expected to realize all the objects for which it was founded. Its history and progress may be studied with advantage by the managers of other schools of the same class. The girls' school, though capable of improvement, is not without interesting features.

28th JUNE.—*St. Leonard's-on-Sea, Sussex.* Held provisionally in a large and very cheerful room, which, however, is too deficient in the requisite furniture and apparatus to admit of effective organization. The discipline is admirable, the general aspect pleasing and interesting in the highest degree, and the happy influence of the teachers visible in the whole deportment of the children. Three large school-rooms, teacher's house, and class-rooms are being erected by the liberality of an individual, and will be shortly ready for use. The most complete success may be expected to attend the measures now in operation in this place for the improvement and extension of elementary education.

3rd JULY.—*Fulham.* Examination of candidates for apprenticeship.

5th JULY.—*Cambridge.* The school-accommodation is, at present, too

limited, and it is much to be desired that the schools should be placed under the charge of more efficient teachers.

10th JULY.—*St. Peter's, Leamington, Warwickshire.* Held in one of the most beautiful school-rooms I have ever seen, and likely to become quite a model school. Great attention has evidently been paid to the younger children, but the amount of knowledge possessed by those of the upper classes is by no means so ample as could be desired. The teacher, who is intelligent and studious, and has obtained the certificate of merit, should feel that much may be fairly expected from one who has at his disposal all the requisite advantages for realizing the most important results of primary education.

12th JULY.—*St. Mary's, Breewood, Staffordshire.* Very pleasing schools, conducted by excellent teachers, and likely to improve rapidly. The needle-work and the reading are particularly good in the girls' school.

13th JULY.—*St. John's, Rochdale.*—A mixed school, under the charge of a very competent master. A gallery should be provided for the infants, and another room appropriated for their use. The "night-school" is said to be well attended by adults.

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17th JULY,—*Litherland, near Liverpool.* These are new schools, built upon a site granted by the liberality of Lord Sefton, and steadily improving in efficiency. Their present state is highly creditable to the managers and teachers.

18th JULY.—*Stockport.* Examination postponed: the schools have been entirely re-organized since the date of inspection. They were at that time in a most unsatisfactory condition.

19th JULY.—*St. Alban's, Macclesfield.* The boys' school is progressing very satisfactorily under a pleasing and laborious teacher, who seems to love his work, and who is quite competent to raise the school to a high state of efficiency. A greater variety of text-books is indispensable. The room appropriated to the girls is too limited in size to allow of a complete organization.

20th JULY.—*Leek, Staffordshire.* Both these schools, which are under the charge of competent teachers, are seriously injured by the want of a due supply of books and apparatus. Until these are obtained in sufficient quantity, their progress must be necessarily retarded.

23rd JULY.—*Euxton and Chorley.* Visited at the request of the managers. The schools at the former place are in a very satisfactory condition. In the latter, the children were not assembled at the time of my visit.

24th JULY.—*St. Mary's, Fleetwood.* A mixed school, most imperfectly organized, and held in a room quite unsuitable for the purpose. It is proposed to build new schools without delay, and nothing will be neglected by a very zealous pastor to remedy existing defects. The teacher is capable and energetic.

26th JULY.—*St. Andrew's, Dumfries.* A large mixed school, held in an excellent room, but which is deficient in the necessary furniture. The younger children read with remarkable fluency and correctness. Vocal music is taught by one of the clergy, and the children sing the gamut with tolerable accuracy. The girls should be removed to a separate room, and placed under a female teacher. The master will perhaps find it expedient

to cultivate more gentleness of manner. Mental arithmetic has been neglected. The future of this school is full of promise, and the management is very careful and energetic.

30th JULY.—*St. Andrew's, Edinburgh.* This is a very important and admirably conducted school, frequented by between four and five hundred boys, and showing all the signs of complete success. The constant and vigilant supervision of the clergy, the skill and devotion of the teachers, the judicious encouragement of the laity, and the remarkable intelligence of the pupils, have all conspired to accomplish the very satisfactory results which have been already abundantly realized in this institution. With the advantage of more ample accommodation, this would probably become one of the most highly organized and efficient schools in the empire. It is greatly to be desired that an infant-school should be established in connexion with it. The zeal of the excellent managers will no doubt supply this important desideratum.

31st JULY.—*Berwick-on-Tweed.* Examination postponed at the request of the manager.

2nd AUGUST.—*Bellingham.* Examination postponed from the same cause.

3rd AUGUST.—*Stella near Newcastle.* These are pleasing schools, though capable of improvement. Some of the children sing rather difficult music from notes, in a creditable style. The reading is particularly good. A monthly list of the attendance is hung up at the church door, which may be supposed to produce a good effect both upon the parents and the children.

6th AUGUST.—*Houghton-le-Spring, Durham.* A mixed school, held in a room of good dimensions under the chapel. Numeration and mental arithmetic have been too much neglected, and the amount of instruction hitherto conveyed has been very limited. There is, however, no want of disposition on the part of the managers to stimulate its further progress.

7th AUGUST.—*Hartlepool.* The girls' school is very defectively organized, the room being quite disproportioned to the number of children assembled in it. In other respects it is in a very active state of progress and improvement. The accent and intonation of the girls is singularly correct, chiefly owing to the intelligent care of a lady, the Honourable Miss Stourton, to whose sound judgment and patient self-devotion the school owes very much of its efficiency. It is much to be wished that the noble example of this lady were more commonly followed by others who have the talent and the leisure for such works of charity. The school is conducted by an extremely amiable and industrious teacher, whose past efforts have been attended with a degree of success most creditable to her zeal and assiduity. The boys' school is improving. New school-rooms are much wanted.

8th AUGUST.—*Whitby.* Conference with managers.

9th AUGUST.—*Ugthorpe.* The school-room is too limited in size to allow of any system of organization. Ventilation is obtained, not by admitting air to the children, but by sending out the children into the air. The knowledge of the children in religious subjects is quite wonderful.

13th AUGUST.—*York.* Examination deferred: conference with managers of schools. Visits to about 20 schools in Yorkshire postponed, the children being engaged in the harvest.

14th and 15th AUGUST.—Preparing examination-papers for general examination.

16th AUGUST.—*St. Mary's, Nottingham.* In many respects a most pleasing school, and one in which some of the most important objects of education are attained with rare completeness and success. The severest penance

which can be inflicted upon the children is to remove them for a day or two from the school! an impressive token of the powerful influence of the teachers. As about 70 of the children are under seven years of age, the organization is not perhaps the most effective which could have been adopted, but the defect is less sensibly felt in consequence of the large number of teachers who conduct the school. A small gallery is erected in one corner of the room for about 20 of the youngest children, but the methods employed in this department of the school did not appear to be attended with all the success which could be desired. There is a remarkable absence of provincial accent in the elder girls. The practice of singing, which is often accompanied with very valuable results, is too much neglected. Upon the whole, this must be regarded as a most important educational institution, of the continued success and efficiency of which no doubt can be entertained.

25th SEPTEMBER.—*Red Lion-street, Wapping, East London.* This school, which has been recently placed under the charge of a competent teacher, appears to be entering upon a new era. It had fallen into an unsatisfactory state, but may now be expected to improve rapidly. It is still very deficient in apparatus.

26th SEPTEMBER.—*Spicer-street, Spitalfields.* The boys' school-room being under repair, I could not judge of the organization or instruction. It wants an entirely new supply of furniture. The girls' school is in a feeble state, and requires to be altogether re-constructed. The Committee of Managers appear quite resolved to amend the defects which call for a remedy, and the best results may be anticipated from the excellent spirit which they manifest.

27th SEPTEMBER.—*St. Mary's, Hampstead.* Two pleasing schools, of a humble class, which are likely to develope hereafter into institutions of greater importance.

16th OCTOBER.—*Lamb's-buildings, Bunhill-row.* Examinations of candidates for apprenticeship. Signs of decided improvement since previous visit.

18th OCTOBER.—*Rosoman-street, Clerkenwell.* The school accommodation is inadequate, and the instruction not entirely satisfactory. There appeared to me some reason for thinking that the day is sacrificed to the evening-school. The reading of the boys is fluent but coarse, and the meaning of words is not explained. It is quite necessary that the master should endeavour to infuse new life into this school, and to extend the range of instruction.

19th OCTOBER.—*Little Saffron Hill.* Girls. This school is about to be confided to a trained and very intelligent mistress, who had not entered upon her duties at the date of inspection.

TABULATED REPORTS, in detail, on Roman Catholic Schools visited by Her Majesty's Inspector of Schools, T. W. M. MARSHALL, Esq., in Year 1849.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books aged											In ordinary Attendance.
																	Paper.		Slates.																	
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts of Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	
Cardiff, R.C. .	1 2 *f* 3 *m*	80	.	.	.	.	.	.	9	9	1	12	2	.	10	7	.	22	.	.	20	15	15	37	30	.	.	.	.	.	.	.	.	.	.	75
Newport, R.C. .																																				
Boys . . .	1 2 *g*, 3 to 7 *f*	78	.	.	.	.	.	.	16	16	4	1	5	2	33	51	.	24	.	23	45	45	.	23	29	61	30	11	21	8	10	6	4	80	190	90
Girls . . .		83	.	.	80 (*a*)	.	.	.	11	10	.	.	.	4	31	95	.	24	.	4	27	39	.	36	45	49	16	12	11	17	5	4	5	36	182	90
Fulham, R.C. .	1 2 *g*, 3 to 7 *f*	103	.	.	.	.	.	.	35	35	2	3	12	10	22	38	2	32	12	12	32	15	.	18	59	38	11	12	13	8	2	5	3	29	121	92
Walsall, R.C. .																																				
Boys . . .	1 to 3 *f* 4 5 *m*	95	.	.	.	.	5	6	18	12	6	6	12	12	18	.	5	23	.	.	12	25	32	20	23	.	.	.	.	.	.	.	.	.	.	100
Girls . . .	1 2 *f* 3 4 *m*	85	.	25 (*a*)	20 (*b*)	.	(*c*)	.	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Blackburn, R.C.	1 *e* 2 to 5 *g* 6 to 9 *e*	155	.	.	.	.	.	6	24	60	4	8	14	12	28	28	.	80	.	20	25	70	40	33	29	60	24	22	18	15	10	.	8	15	45	153
Durham, R.C.																																				
Boys . . .	1 *e* 2 to 4 *g*	60	.	8	.	20	.	22	22	28	10	5	3	13	14	20	.	34	.	20	36	22	.	26	22	14	8	10	8	9	8	6	8	19	21	55
Girls . . .	1 2 *g* 3 to 7 *f*	85	.	80 (*a*)	.	.	.	15	26	27	.	3	14	5	10	25	5	37	.	14	29	29	.	37	18	26	4	11	8	3	4	10	18	6	12	75
Sunderland, R.C.																																				
Boys . . .	1 2 *ert* 3 to 6 *g*	204	.	.	.	.	.	3	17	22	2	8	13	23	20	60	.	49	.	.	68	87	120	73	64	81	24	26	29	17	13	5	5	.	.	200
Girls . . .	1 to 7 *g*	196	.	150 (*a*)	6 (*b*)	.	.	10	20	30	.	.	14	20	29	70	.	50	.	10	140	53	60	60	95	133	48	73	74	45	38	30	12	30	100	208
Newcastle, R.C.																																				
Boys . . .	1 to 3 *g* 4 to 8 *f*.	164	.	.	.	.	.	.	9	8	.	2	16	24	16	20	8	36	8	14	64	11	24	77	127	131	30	40	19	2	8	7	1	445	684	170

Girls . . .	1 to 3 *g* 4 to 8 *e*.	237	30 (*d*)	150 (*a*)	6 (*b*)	.	.	19	60	60	.	1	16	28	23	23	20	80	10	20	90	133	49	39	10	143	40	3	43	20	20	16	15	652	985	250
Edinburgh, R.C.	1 *e* 2 to 4 *g* 5 to 8 *f*.	264	.	.	.	.	.	.	40	40	.	5	12	30	12	8	.	50	.	30	105	25	70	150	40	225	20	5	3	51	2	31	9	.	.	270

(*a*) Sew or knit. (*b*) Cut out and make clothes. (*c*) Nearly all by ear. (*d*) Household work.

The letters in the 2nd column of the Table are explained as follows:—*e*, signifies excellent; *g*, good; *f*, fair; *m*, moderate; *i*, indifferent.

GENERAL OBSERVATIONS.

NOTE.—1. Organization.—2. Discipline.—3. Method.—4. Instrucion.—5. Master and Mistress.—6. Special.

Cardiff.—Inspected 6th February, 1849.—1. Good. 2. Fair. 3. System of Christian Brothers. 4. Moderate. 5. Master not highly educated, but diligent and persevering. 6. School only two months under its present master, who has accomplished enough in that period to encourage the expectation of future success.

Newport.—Inspected 8th February, 1849.—1. Admirable. 2. Extremely effective; children docile, cheerful, and evidently interested in their work. 3. System of Rosmini, or of the Brothers of Charity. 4. The intellectual is perhaps inferior to the moral condition of the school. 5. Master well qualified for his office, mistress is in all respects a very superior person. 6. If the intellectual standard in this school should be elevated, as there is good reason to expect, it will deserve to be considered a model school of its class.

Fulham.—Inspected 12th February, 1849.—1. Entirely defective, the school-room being small and over-crowded. 2. Improving under the present highly efficient master. 3. System of Irish National Board: elliptic method employed very effectively. 4. Good, and skilfully conveyed. 5. Master highly qualified and full of zeal; has received the second-class certificate of the Irish National Board. 6. The school is a remarkable example of what may be accomplished by judgment and zeal, in spite of unfavourable circumstances.

Walsall.—Inspected 15th February, 1849. 1. Fair, and likely to improve. 2. Too much noise in the school, a fault which the present master has not had time to correct. 3. Mainly the system of the Christian Brothers. 4. Not sufficiently extensive, but conveyed with considerable skill. 5. Master intelligent and anxious to improve both himself and his pupils, mistress amiable and conscientious. 6. The school owes all its worth to the constant supervision of the Clergyman, and to the anxious interest with which he stimulates its progress towards a more perfect condition.

Blackburn.—Inspected 20th February, 1849.—1. Quite satisfactory. 2. Firm and effective. 3. System of Christian Brothers. 4. Good in quality, and well diffused. 5. Master trained by the Christian Brothers, and doing great credit to their training: mistress not competent, and about to make way for more efficient teachers. 6. It is a sufficient proof of the satisfactory condition and working of this school, that, within a limited period, three of the boys educated in it have been found qualified to become clerks in offices, and have fully satisfied the expectations of their employers. When the girls' school shall have been for some time under the management of the efficient teachers who are shortly to take charge of it, the two schools will probably deserve to rank amongst the highest of their class in this country.

Durham.—Inspected 22nd February, 1849.—1. Very complete. 2. Quite effective. 3. System of Westminster Training School. 4. Skilful and remarkably well arranged and methodized. 5. Master possesses great ability and energy, and is, in all respects, a most valuable and efficient teacher: mistress well trained, intelligent, and of very pleasing manners. 6. A highly satisfactory school, and likely to become a model, from the docility of the pupils, the successful assiduity of the teachers, and the general results of their labours.

Sunderland.—Inspected 23rd February, 1849.—1. Quite satisfactory. 2. Gentle but effective. 3. System of the Brothers of the Presentation. 4. Remarkably good in the boys' school, and becoming equally so in the girls'. 5. Master belongs to the very highest class in his profession: mistress, possesses all the best qualifications of a teacher. 6. An admirable school in all respects, and remarkable for the high character of the teachers, and the grade of many of the children, whose appearance and manners are extremely prepossessing. Such schools as these are really fulfilling all the objects of primary education, and must exert in due time a vast influence upon the character of the lower classes in the locality where they exist.

Newcastle.—Inspected 26th February, 1849.—1. Very complete and satisfactory. 2. Effective, and much promoted by "Monitors of Order," who maintain a constant supervision of the whole school, under the eye and direction of the mistress. This relates to the girls' school. 3. British and Foreign Society. 4. Rather limited in amount, mainly in consequence of the constant fluctuation of attendance, and the low age of the great majority of the children. 5. Mistress a person of great merit and unwearied zeal. 6. I have noticed elsewhere the extraordinary fact that, in the two schools, more than 1600 children have been admitted during the last 12 months, whilst about 1100 have left within the same period. It is difficult to contend successfully with such an element of disorder. Many of the children who thus pass through the school are Irish, quite unable to read, and of course disturb the order and management of the school. 60 of the girls are fed daily by subscriptions of members of the congregation, and a very large quantity of clothing is given. All the children receive their breakfast on Sunday; this is found necessary, as they would often be unable to obtain any from their parents, and so would be absent from school, or attend fasting, which is a very common case during the week. I will again express my admiration at the zeal, patience, and ability with which the mistress struggles against all her difficulties and discouragements.

Edinburgh.—Inspected 28th February, 1849.—1. In the girls' school, very good of its kind, but liable to the objection stated in No. 6; in the infant school, remarkably good. 2. Perfect in the infant, and satisfactory in the other school. 3. Lancasterian in the girls' school; Dublin National school in the infant. 4. In the infant school, as skilful and complete as can be desired; in the girls' school, capable of improvement, which I have no doubt will soon be manifested under the present well-trained mistress. 5. Both teachers belong to the highest class of their profession, and perform their duties in the most intelligent and satisfactory manner. 6. *Infant school.* A great deal of instruction is given in rhymes, and the knowledge of the children is very considerable for their age. I remarked with pleasure that they march and sing to cheerful and lively tunes. The children were animated and interested, and the mistress, though young, an eminently skilful and valuable teacher, and of remarkable kindness and gentleness of manner. 6. *Girls' school.* The working of the Lancasterian methods in this school did not appear to me satisfactory, and I hope the teacher may consider it expedient to introduce some modifications which I suggested.

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on				No. of Children Reading				Number of Children on the Books aged										Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14				
																	Abstracts or Compositions.	From Copies.	Abstracts or Composition.	From Dictation or Memory.				From Copies.												
Darlington, R.C. Boys	1 *g* 3 *f* 3 *g*.	36	.	.	.	.	.	23	23	23	.	16	4	3	17	.	.	35	.	23	12	23	35	16	26	21	2	8	10	7	4	3	3	1	67	58
Girls	.	.	.	.	49 (*b*)	.	.	.	13	13	.	.	6	13	15	15	.	15	.	.	12	.	.	12	11	16	4	5	4	3	4	3	10	2	51	.
Hackney, R.C. Boys	1 *g* 2 to 6 *f*.	31	.	.	.	.	8	.	8	8	.	5	7	5	3	4	.	8	.	.	8	14	.	5	12	12	6	3	5	3	0	1	2	9	13	.
Girls	1 to 3 *f*.	27	14 (*a*)	20 (*b*)	4 (*c*)	.	11	.	11	11	.	.	.	5	18	.	.	22	.	4	22	10	12	9	6	4	2	6	7	5	5	3	1	11	16	27
Poplar, R.C.	1 to 4 *g* 5 to 8 *f*.	27	2	3	6	.	.	11	17	11	2	2	16	9	.	.	.	47	.	.	20	37	.	37	28	.	4	24	27	16	13	14	4	31	38	94
Southwark, Webb-street, R.C.	1 *f* 2 3 *g* 4 to 7 *f* 8 *t*.	130	.	.	.	.	.	.	5	5	1	3	4	7	.	12	.	28	.	.	28	15	.	14	13	.	21	16	19	19	26	21	.	.	287	.
St. John's Wood, R.C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
St. Mary-le-Bone, High-street, R.C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Orrell, R.C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Preston, R.C.	1 *g* 2 to 7 *f*.	99	99 (*d*)	40 (*e*)	8 (*c*)	.	.	.	4	15	.	.	3	6	22	.	.	20	.	6	24	19	.	34	44	29	34	21	10	6	6	.	2	.	.	125
Wigan, R.C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(*a*) Household work. (*b*) Sew or knit. (*c*) Cut out and make clothes. (*d*) Sew. (*e*) Knit.

GENERAL OBSERVATIONS.

Darlington.—Inspected 2nd March, 1849.—1. Quite satisfactory. 2. Gentle, but few in amount, but most of the children are very young. 3. I formed so high an opinion of the master as to hear with much regret that he is just quitting the school, to enter upon
3. Very similar to those of the English National Society. 4. Good in quality, and care.

fully based upon principles. 5. Master a well-educated and refined person, performing his laborious duties from the highest religious motives, and with every promise of entire success. Mistress, a very pleasing and intelligent young woman, who instructs her pupils with great good sense. 6. This school has been opened but a few months, and does not yet realise all which might be expected from the talent and assiduity of two very superior teachers. Its present condition is, however, entirely satisfactory, and it may be expected to become a model of its class.

Hackney.—Inspected 7th March, 1849.—1. Respectable, but capable of improvement. 2. Tolerably effective. 3. The system of the Christian Brothers. 4. Good in some points, but on the whole rather defective in amount. 5. Master pleasing and well mannered, and of fair ability, but apparently not very energetic. 6. There is reason to hope that this school will progress satisfactorily, and that a new impulse will be given to its management. At present, although free from striking or manifest defects, its action is feeble and languid. I am inclined to think that the master is competent to effect the necessary improvement in its condition.

Girls.—1. Very unsystematic. 2. Tolerably good. 3. Whatever seems desirable to the mistress. 4. Indifferent. 5. Mistress a very respectable well-intentioned person, but wholly untrained. 6. A very humble school; the commencement, it is to be hoped, of something more complete and satisfactory.

Poplar.—Inspected 9th March, 1849.—1. Very satisfactory. 2. Good, but it will be necessary to cultivate silence. 3. System of Christian Brothers. 4. Generally good, and in some branches most excellent. 5. Master deserves the highest eulogies for his zeal, patience, and great industry in his own studies. He appeared eminently entitled to encouragement and reward; and is fulfilling his laborious duties, under circumstances of much discouragement, with admirable courage and assiduity. Decidedly the best untrained teacher I have ever seen, and owing all his success to his own judgment and self-discipline. Many of his pupils do him great credit. 6. There is a remarkable contrast in this school between the destitute condition of the children—half clothed, and barely half fed—and the large amount of instruction which some of them have contrived to appropriate and retain. Many of them attend the school in the morning, quite habitually, without having tasted food, and sometimes receive none till late in the day. The parents are mostly employed in the docks, and as, in consequence of recent events on the Continent, shipbuilding is said to be suspended, and work generally slack, their misery is very great. 29 of the boys were neither shoes nor stockings; yet some of these were far more intelligent and instructed than the average of boys in poor schools of the same age. I cannot but conclude that the credit of this is due to the master.

Southwark, Webb-street.—Inspected 13th March, 1849.—1. Very defective and unsatisfactory. 2. Feeble and ineffective. 3. Nominally the system of the Christian Brothers. 4. Limited in amount, and apparently not conveyed with much skill. 5. Master possesses a fair amount of intelligence and information, but appeared to me to lack some of the most important qualifications of a teacher. 6. A single glance at this school is sufficient to detect the main cause of its present unsatisfactory state. The children are crowded together in a manner which renders efficient instruction very difficult, and organization or discipline almost impossible. A new or enlarged school-room is the only remedy of which it is capable.

St. John's Wood.—Inspected 15th March, 1849.—1. In all respects complete and effective. The most perfect order prevails. 2. Mild and gentle, but extremely firm. 3. System of the Christian Brothers, very efficiently carried out. 4. Better in quality than amount

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on						No. of Children Reading				Number of Children on the Books aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.				Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14							
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																			
Birmingham St. Chad's, R.C. Boys . . .	1 *g* 2 to 4 *f* 5 to 7 *m.*	89	.	.	.	.	.	8	8	6	.	4	4	6	8	10	.	24	.	4	36	48	.	34	38	76	19	11	6	6	2	2	.	240	293	120
Girls . . .	1 2 *e* 3 to 5 *g* 6 to 8 *e.*	123	.	70 (*a*)	6 (*c*)	.	.	.	11	11	.	.	4	4	16	20	.	20	.	12	59	37	.	30	68	87	30	20	10	8	2	1	3	.	80	120
Birmingham St. Peter's, R.C. Boys. . . .	1 2 *g* 3 to 7 *f.*	89	.	.	.	.	12	22	25	43	1	1	12	22	19	.	.	45	.	.	31	25	.	28	35	44	21	12	12	5	6	3	1	46	75	80
Girls . . .	1 to 3 *g* 4 to 6 *f* 7 8 *g.*	68	.	68 (*a*)	12 (*c*)	.	.	12	20	20	.	.	.	12	8	11	.	20	.	12	22	12	.	26	30	26	14	19	4	8	7	6	.	49	52	65
Sutton Coldfield R.C.	1 to 3 *g* 4 *f* 5 *g* 6 to 8 *f.*	54	.	16 (*a*)	7 (*c*)	.	.	.	16	16	.	.	6	3	18	17	.	19	.	16	23	21	.	8	24	26	5	8	2	5	4	3	.	22	18	53
Moorfields, R.C.	1 2 *g* 3 to 8 *f.*	146	.	.	.	.	100	.	28	30	7	10	40	20	20	10	.	80	.	20	80	50	.	30	40	18	28	53	45	21	7	4	7	30	40	120
St. John's Wood, R.C. Boys . . .	1 2 *e*, 3 4 *f* 5 to 8 *m.*	153	6	1	.	.	.	.	18	28	3	7	12	11	10	.	.	50	6	50	38	59	.	49	43	62	29	20	14	16	7	5	4	43	59	157
Girls . . .	.	137	20 (*b*)	60 (*a*)	12 (*c*)	.	.	.	9	9	.	.	8	.	22	20	.	14	.	9	48	33	.	31	73	29	24	16	16	12	12	11	17	40	40	137
Windmill-street, R. C. Girls . . .	1 to 6 *f* 7 8 *m.*	162	30 (*b*)	110 (*a*)	15 (*c*)	.	.	.	12	12	.	.	.	15	35	50	.	20	.	.	80	40	.	40	140	175	25	23	20	13	8	6	5	80	135	220

Birmingham St. Chads.—Inspected 27th March, 1849.—1. Fair, but capable of improvement. 2. The master does his best, but the children, most of whom are very young, seemed barely under control; he has only been three weeks in the school. There was a certain degree of confusion and decidedly too much noise. 3. System of Christian Brothers. 4. At present rather limited in amount, but communicated with considerable ability to the upper classes; the younger children appeared to be left to very inefficient monitors. 5. Master spent some time with the Christian Brothers at Liverpool before entering upon his duties, and seems to have profited by his visit. He is by no means deficient in talent or information, and evidently determined to make every effort to improve his school. 6. It will I think be quite impossible to restore this school to its former efficient state until the younger children, who belong to the class of infants, are divided from the elder; this was to be done immediately; and as a general committee, consisting of a large number of intelligent persons, has been appointed to watch over the school, with a full determination to remove existing defects, it may be confidently expected that their excellent intentions will be carried into effect, and their wishes realized.

Girls.—1. Extremely good. 2. Quite effective; children remarkably well mannered, and showing great affection and respect for their excellent teacher. 3. System of Sisters of Mercy. 4. It has hitherto been too limited in secular subjects, a great deal of time being occupied in religious instruction. The suggestions which were offered on this point were received with great kindness, and will, I am sure, be acted upon. 5. A lady of great talent, and possessing, in rare perfection, all the highest qualifications of a teacher. It is impossible to over-estimate the importance of the services which, from the purest and most disinterested motives, she is rendering in the school. 6. I anticipate that this school will become, at no remote period, a model of its class; and even at this moment, in spite of the defect alluded to above (4), it cannot be seen without interest and satisfaction. If the quality and amount of the secular instruction were on a par with the religious knowledge and general tone of the children, I do not know that the school would be capable of improvement.

Birmingham, St. Peter's.—Inspected 29th March, 1849.—1. Very satisfactory. 2. Apparently effective, without any signs of harshness. 3. System of Christian Brothers. 4. Good in the first two classes, perhaps less satisfactory in the lowest part of the school. 5. Master intelligent and zealous, and very desirous to improve himself, as well as his school. 6. The great progress which is visible in this school within a recent period is a sufficient guarantee for its continued improvement.

Girls.—1. Complete and effective. 2. Children apparently under control, and very quiet and orderly. 3. System of Christian Brothers, as far as applicable to girls. 4. Has been too limited, but will henceforth be improved, I feel sure, both in quality and quantity: mistress amiable and not deficient in intelligence. 6. A new life has been communicated to this school by the assiduous supervision of one of the clergy, and there is no fear of any relaxation on his part. I have no doubt that within a few months it will be, in all respects, in a very creditable and satisfactory condition.

Sutton Coldfield.—Inspected 30th March, 1849.—1. Satisfactory, but may be somewhat improved by a different arrangement of the desks. It is intended to make a new distribution of the classes, and this will promote a higher degree of organization. 2. Quite satisfactory, children happy and docile. 3. English National Society. 4. The standard has hitherto been too low, and I doubt whether principles have been sufficiently kept in view. 5. Mistress a very amiable and respectable person of excellent dispositions, but perhaps slightly deficient in activity, and disposed to acquiesce in exploded systems. Whatever is requisite to improve the character of the school will henceforth be enforced by the managers. 6. An humble but very pleasing school.

Moorfields.—Inspected 3rd April, 1849.—1. Very complete and effective. 2. Children under good control, and attentive to every command and direction. 3. System of the Christian Brothers. 4. Very good in the first class, and tolerably so in the second and third, but too limited in the rest. The introduction of pupil-teachers is likely to prove a great benefit to this school. 5. Master intelligent and well educated, and possessing several of the most important qualifications of a teacher. Perhaps he has not hitherto proposed to himself a sufficiently high standard, but seems now anxious to introduce all the improvements of the modern system, and has his heart in his work. 6. I was especially struck with the excellent reading of the boys in the first class, and with their writing, of which the papers of the candidates present a fair specimen. There was also a remarkable degree of intelligence in several of the monitors, who seemed quite experienced in the management and instruction of a class, and put their questions promptly, and with self-possession. I expect that this school, when the advantages offered by the Committee of Council have been embraced, and have begun to produce their fruits, will attain a very high degree of efficiency and success. Vocal music is taught in this school by a professor, who is paid 20*l.* per annum by the school managers.

St. John's Wood.—Inspected 4th June, 1849.—1. Perfect. 2. All the children under the most absolute control without the slightest appearance of harshness or severity. 3. Mainly those of the Christian Brothers. 4. Good in the first class, and fair in the second, but too meagre and superficial in the rest. 5. Master possesses good abilities and respectable attainments, and is very desirous to improve himself. 6. There is a great want of provision in this school for explaining the methods of calculation, particularly to the younger children. It is very singular that the master should have altogether overlooked the necessity of teaching *numeration*. The majority of the boys receive a suit of clothes annually. The attendance, without much effort on the part of the master or others, is very regular; it almost always is so where the school-room is cheerful, and the instruction efficient.

Girls.—1. Quite satisfactory. 2. Firm and effective. 3. Irish National Society. 4. Too meagre at present, the teachers, who have only been at work a few months, having very judiciously directed their attention hitherto to elevating the moral and religious tone of the school. Upon this foundation they will now, I feel sure, raise a good superstructure. 5. Both the mistresses competent and superior persons, well trained, and doing their work in a thoughtful and sensible manner. 6. Candidates not sufficiently advanced in grammar and arithmetic.

Windmill-street.—Inspected 6th June, 1849.—1. Capable of improvement, but the school-room is so ample in size that existing defects are not so sensibly felt as they would be in a more confined space. A better arrangement of the classes, and of the desks and benches, is however quite necessary, and should be strongly recommended. 2. Apparently quite satisfactory. 3. No scientific methods. 4. Too superficial. 5. Mistress absent on account of illness. 6. I observed nothing in the upper school to call for special remark, beyond the suggestions which have already been offered to the manager. A second room, of good dimensions, but not properly fitted, is used as an infant school; but the children were arranged in a double rank round the four sides, and apparently under very little control. Some attempt to employ technical methods is made, but with very slight success. This part of the school requires to be entirely reorganized, and is at present in a very unsatisfactory condition. I have recommended a gallery, and have requested the Catholic Poor School Committee to provide one. The average attendance in the two schools, which may be considered as one, is about 240; but the day of my visit being the eve of a festival, 60 or 70 were absent, being engaged in religious duties.

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Gate-street, R.C. Senior.	1 *g* 2 *e* 3 4 *g*.	81	80 (*a*)	80 (*b*)	60 (*c*)	.	.	.	96	96	.	.	24	22	28	10	.	34	.	60	12	47	.	49	.	9	11	10	20	18	15	9	4	16	48	80
High-street, Mary-le-bone, R.C. Girls . . .	.	134	100 (*a*)	150 (*b*)	40 (*c*)	.	.	10	12	12	.	.	.	20	30	.	.	33	.	.	20	30	50	30	40	44	31	12	9	30	14	5	8	.	.	130
Gate-street, R.C. Junior.	1 to 7 *e*.	128	.	20 (*b*)	.	.	.	.	21	All	.	.	.	.	15	87	.	.	.	.	All	15	.	49	38	39	7	22	8	11	1	1	3	25	33	100
Bunhill Row, R.C. Girls . . .	1 *f* to 6 *m*.	100	.	.	40 (*b*)	.	.	.	19	.	.	.	.	9	12	.	.	21	.	.	22	43	.	16	30	36	18	17	12	12	7	4	2	.	.	90
Hammersmith, R.C. Boys . . . Girls . . .	1 to 4 *m*.	52	.	.	.	.	.	.	2	8	.	3	6	4	4	.	.	26	.	.	.	30	.	7	8	11	3	1	8	7	4	8	7	4	16	30
Clapham, R.C. Girls . . .	1 2 *f* 3 *m* 4 *g*	41	8 (*a*)	36 (*b*)	.	.	.	2	9	7	.	.	1	6	16	7	4	21	.	8	7	.	.	6	10	13	2	3	4	6	2	2	5	4	40	36
Deptford, R.C. Boys . . .	1 2 *m* 3 *f* 4 5 *m*	60	.	.	.	.	7	.	2	2	2	7	2	3	5	.	.	20	.	.	.	23	.	.	12	22	10	9	4	7	2	2	3	35	20	56
Girls . . .	1 to 4 *f*	54	25 (*a*)	36 (*b*)	30 (*c*)	.	7	.	15	9	.	.	11	.	16	16	.	15	.	4	.	35	15	14	12	27	.	6	6	7	6	7	4	20	70	54
Southwark, St. George's Roman Catholic	1 to 4 *f* 5 to 8 *m*	106	.	.	.	.	4	.	.	.	1	4	15	15	14	40	.	60		.	40	13	21	45	30	.	.	.	.	.	.	.	.	100	105	110

(*a*) Household work. (*b*) Sew or knit. (*c*) Cut out and make clothes.

GENERAL OBSERVATIONS.

Gate-street.—Inspected 8th June, 1849.—1. As good as the nature of the school-room allows. The shape of the room is objectionable, and its dimensions barely proportioned to the number of children attending. 2. Very fair. 3. Dublin Model School. 4. More attention should be paid to grammar and arithmetic. The mode of examination as conducted by the mistress is very practical and searching, such as might be expected from a well-trained teacher, thoroughly conversant with her duties. I have never met with monitors so skilful and so well instructed in the mode of conducting a junior class. 5. The mistress highly qualified, and a very pleasing person; appears to have turned to the best account the instruction received in the excellent model school, Dublin. 6. This school and the junior school, held in an upper room, may be regarded as one, the younger children being constantly drafted into the senior school as soon as they can read with tolerable fluency.

High-street, Marylebone.—Inspected 11th June, 1849.—1. Not satisfactory, nor capable of becoming so, on account of the too crowded state of the school-room, and its defective arrangements. 2. Tolerably satisfactory; children attached to the mistress, but not sufficiently under control. 3. Nominally founded upon the system of the Christian Brothers, but presenting a very faint resemblance to it. 4. Very meagre and superficial. 5. Mistress very amiable, respectable, and well disposed, but apparently content with a very low standard of instruction; considering the actual condition of the school, and the extremely scanty attainments of the children, it is impossible to suppose that she possesses the necessary qualifications for her important office. 6. The great misfortune of this school is, that it appears to be removed, from peculiar circumstances, from the immediate and habitual supervision of the clergy, and indeed from any effective supervision whatsoever. It is hardly too much to say of it, that the children, many of whom are very pleasing and intelligent, ask for instruction and receive none, except in religious matters, which do not fall within my province. Representations have been made in the proper quarter, and it may be expected that steps will be taken without delay to put the school upon a better footing.

Gate-street, Junior.—Inspected 12th June, 1849.—1. As satisfactory as the nature of the school-room, which is rather crowded and notwithstanding supplied with furniture, will admit. Mistress fully comprehends the best systems of organization, and is capable of carrying them into effect. 2. Children apparently under control, but a certain degree of disorder was observed, occasioned probably by want of more ample space. 3. Dublin Model School. 4. Very skilfully conveyed, and perhaps as full in amount as the children of whom the school is composed are capable of receiving. 5. Mistress highly qualified, and thoroughly trained to her work. 6. This school affords a striking proof of the value of trained teachers as compared with untrained, and of the fact that the former will accomplish more good, in spite of difficulties and obstacles, than the latter when surrounded by every advantage. I have never seen children examined in a more sensible and judicious manner, nor greater success in the attempt to force them to reflect. The monitresses show by their remarkable efficiency the skill and perseverance of the teacher. The children, who are very young, are taught simultaneously, without books, all hard definitions being avoided, and I am satisfied that with better accommodation the mistress would render this an extremely valuable and successful school.

Monkhill-row, Girls.—Inspected 13th June, 1849.—1. As there is not room to form one half of the children in drafts or classes, the organization is necessarily defective. 2. Very satisfactory. 3. No attempt to employ scientific methods. 4. Ought to be much fuller, children read very fairly, and the first class is well instructed in grammar. 5. Mistress capable and intelligent, but apparently discouraged by insufficient school-room, and the absence of all support and assistance from without. The school, like the one visited on the 11th, is nominally under the control of a lay Committee. 6. Of the three candidates who presented themselves for apprenticeship, two were disqualified by physical defects, one by age, and all by the unsuitableness of the school as a place for their training. Representations have been addressed to the proper quarter with a view to the entire re-organization of the school.

Hammersmith.—Inspected 19th June, 1849.—1. Satisfactory. 2. Apparently effective. 3. Irish National Board. 4. Rather too meagre in certain respects. 5. Master not deficient in intelligence, and seems anxious to improve the state of the school. 6. The whole school is taught immediately by the master without the assistance of the monitors. The results were not so satisfactory as to lead me to suppose that the introduction of pupil-teachers will be otherwise than advantageous to the school.

Girls.—1. Not entirely satisfactory. 2. Excellent. 3. Mistress not conversant with technical methods. 4. Very moderate. 5. Mistress amiable and well disposed, but not competent to raise the school to a high degree of efficiency. 6. Vocal music is taught with some success by one of the clergy. The school-room is particularly neat and cheerful, much interest is manifested by the laity, and the attendance, as is usual in such cases, is very regular.

Clapham.—Inspected 20th June, 1849.—1. Tolerably complete. 2. Most satisfactory; children very docile and cheerful. 3. Adapted from the methods pursued by a distinguished educational order in Belgium. 4. Too limited hitherto, as the object of the teacher has been, in the first place, to raise the moral tone of the school—an attempt which has been completely successful. 5. Mistress possesses fair abilities and attainments, and in every other respect is most eminently qualified for her office. 6. The work of secular education may be said to be only just beginning in this school, as the mistress belongs to a class of teachers who always aim at disciplining the heart and affections, and communicating the elements of religious knowledge, before making any attempt to impart systematic instruction in other subjects. It will be necessary to allow the lapse of a few months before the system pursued in this school, which presents very pleasing features, can be adequately tested, or its results developed.

Deptford.—Inspected 21st June, 1849.—1. By no means satisfactory. 2. Too much noise and confusion; children not, apparently, under much control. 3. Irish National Board. 4. Not sufficiently ample. 5. Quite competent in respect of utility and attainments, but not, as far as I could judge, affectionate in his manner to the children. 6. The general state of this school is far from satisfactory, and not very creditable to the master, who is quite capable of producing better results, but apparently discouraged by want of support, and the difficulties arising from the extreme poverty of the people.

Girls.—1. Fair. 2. Satisfactory. 3. Not scientific. 4. Tolerably ample, but might be much extended. 5. Very pleasing and intelligent.

Southwark, St. George's.—Inspected 22nd June, 1849.—1. Incomplete. 2. Too much talking. 3. Lancasterian. 4. Very limited. 5. Highly educated, but apparently acquiescing in the lowest possible standard of instruction for the children of the poor. 6. A great change may be anticipated, as the managers are determined to direct their attention without delay to the complete re-organization of the school.

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books aged														Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14										
Islington, R.C. Boys . . .	1 2 *m* 3 4 *f.*	93	.	2	2	1	.	20	20	5	5	15	15	10	65	10	20	20	.	.	60	80	.	60	10	39	15	19	20	28	4	10	5	10	30	90
Girls . . .	1 to 8 *m.*	73	10 (*a*)	20 (*b*)	.	.	5	.	.	.	.	.	6	5	15	.	.	23	.	.	10	20	.	10	45	29	6	10	10	6	10	4	.	.	.	.						
Southwark, Webb-st., R.C.	1 2 *g* 3 to 5 *f* 6 to 8 *g.*	55	.	.	.	.	.	.	14	14	7	10	15	7	11	.	.	40	.	20	30	14	.	14	.	.	21	16	19	19	26	21	.	.	287	.						
St. Leonard's, R.C.	1 2 *e* 3 to 6 *g.*	50	15 (*a*)	80 (*b*)	5 (*c*)	.	15	8	8	15	.	.	6	14	.	24	.	16	8	8	50	8	8	13	50	.	.	.	.	.	.	.	.	.	113	80						
Cambridge R.C. Boys . . .	1 2 *i* 3 *m*	25	.	.	.	.	.	3	2	4	.	1	1	1	.	.	.	3	.	.	4	9	.	9	8	8	3	3	2	2	1	3	6	5	14	26						
Girls . . .	1 2 *m* 3 4 *f*	33	.	14 (*b*)	.	.	.	9	2	4	.	.	1	.	6	.	.	6	.	.	6	.	7	5	14	20	3	.	4	2	2	1	3	4	9	26						
Leamington R.C.	1 *f* 2 *g* 3 to 5 *f* 6 to 8 *g*	61	.	.	.	.	12	12	18	18	4	8	8	4	16	.	10	30	.	.	16	30	.	15	10	30	5	11	11	12	5	7	.	18	38	60						
Brewood, R.C. Boys . . .	1 to 5 *g.*	38	.	.	.	.	All.	8	20	All.	2	2	2	3	3	.	.	15	.	.	.	21	.	18	1	12	4	2	9	9	4	2	.	7	9	40						
Girls . . .	1 to 4 *g*	45	.	57 (*b*)	.	.	All.	.	14	17	.	.	3	.	8	5	.	12	.	.	13	15	.	18	29	29	7	12	4	3	2	2	3	12	16	62						
Liverpool, St. Nicholas, R.C.	1 *e*, 2 to 8 *g.*	96	.	200 (*b*)	20 (*c*)	.	.	.	52	52	.	.	20	20	48	30	.	50	.	16	50	27	.	40	120	.	.	.	.	.	.	.	.	.	.	220						

(*a*) Household work. (*b*) Sew or knit. (*c*) Cut out and make clothes.

Islington.—Inspected 25th June, 1849.—1. Tolerably satisfactory. 2. Children not sufficiently under control. 3. System of Christian Brothers. 4. Improving both in quality and amount, but hitherto very meagre. 5. Master very desirous to elevate the character of his school, and does not spare himself. 6. Until an infant school shall be established, I do not anticipate any marked improvement.

Girls.—1. Very fair; time lost in forming classes. 2. Satisfactory. 3. Adaptation of the system of the Christian Brothers. 4. Almost limited to reading, writing, the elements of arithmetic, and religious knowledge. Too much time spent in learning the catechism and needlework. 5. Mistress seems to understand the real wants of her school, and is not incapable of raising its character. 6. There is every reason to expect that this school will become more efficient, and that the work of education will be really performed in it.

Southwark, Webb-street.—Inspected 26th June, 1849.—1. Satisfactory. 2. Character of the school quite changed in this respect since last visit. 3. Christian Brothers. 4. Improving in amount, and beginning to penetrate the lower classes. 5. Has been highly educated, and appears well instructed in mathematical science. His principal defect is an apathy of manner, which it is indispensable that he should overcome. 6. What has been done in this school affords a useful example to all managers and teachers of schools of the same class. It required courage and decision to dismiss nearly 100 children, and to break up the school where they were accustomed to assemble. Yet it was an eminently prudent step, as the result has abundantly proved. When a school has once fallen into complete disorder and inefficiency, the only remedy is to close it. I expect that the results of skilful management and vigilant supervision will be strikingly manifested in this school, and that it will realise all the objects for which it was founded.

St. Leonard's.—Inspected 28th June, 1849.—1. Provisional during the occupation of the present school-room, but quite satisfactory. 2. Excellent. 3. System of Christian Brothers. 4. Very judicious, and constantly becoming more ample. 5. Mistress possesses the most important qualifications of an elementary teacher. 6. The school has only been in existence about six months, and already numbers 113 children on the books, whose attendance is very regular. This is not surprising, since the school-room, which occupies a singularly beautiful site, is remarkably light and cheerful, and is, in all respects, quite a *home* for the children. How much they feel this, and how highly they value the excellent and affectionate instruction which they receive, is proved by the unusual fact, that amongst the daily attendants are 10 girls above the age of 14.

Cambridge.—Inspected 5th July, 1849.—1. Very incomplete. 2. Satisfactory. 3. No scientific methods. 4. Meagre, and not skilfully conveyed. 5. Master incompetent to raise the character of the school. 6. Nothing will be neglected by the manager which is necessary to the improvement of the school. A new and very competent master will shortly take charge of it. A better organization, and more complete apparatus and furniture will be introduced, and the most satisfactory results may be confidently anticipated.

Girls.—1. Incomplete. 2. Satisfactory. 3. Such as have seemed most expedient to an untrained and moderately qualified mistress. 4. Has been too limited hitherto. 5. Mistress on the point of resigning her charge; her successor possesses considerable talent and information. 6. In this school also there is no reason to doubt that the *future* is full of promise and encouragement.

Leamington.—Inspected 10th July, 1849.—1. Complete and satisfactory. 2. Children under control, and apparently docile and well mannered. 3. System of the Christian Brothers. 4. Better in the lower than in the upper classes of the school; improving in quality and amount, and likely to be well diffused amongst all the children according to their capacity. 5. Very intelligent and possessing considerable information; was a successful candidate for the certificate of merit at the Easter examination 1849: is certainly competent to raise the school to a high state of efficiency. 6. The school-room is one of the best which I have anywhere seen, very lofty and cheerful, perfectly ventilated by valves in the gables, and of handsome architectural design. All the children are taught linear drawing, and several have commenced the study of vocal music. I anticipate that this will become a model school of its class.

Brewood.—Inspected 12th July, 1849.—1. Not unsatisfactory, but capable of improvement: the suggestions offered will be acted upon by the managers, who appear very desirous to co-operate with the Committee of Council. 2. Entirely satisfactory. 3. Mixed. 4. Very carefully conveyed, but apparently only beginning to produce visible results; *principles* not sufficiently explained, particularly in arithmetic. 5. A very amiable and painstaking teacher, not deficient in talent, and fully capable of conducting his school with success; was a candidate for the certificate of merit at the Easter examination, 1849. 6. It was satisfactory to find that the boys in this school are carefully taught the elements of English history.

Girls.—Rather defective, in consequence of the faulty arrangement and shape of the desks and benches; new ones of suitable form and size will be immediately provided. 2 Most satisfactory, children remarkably pleasing in manner and appearance. 3. Not scientific; the mistress will shortly visit a model school, in order to acquire some knowledge of technical methods. 4. Very careful as far as it goes. Almost all the girls *read* unusually well, and with attention to emphasis and punctuation. English history well taught. The needlework appeared to be remarkably skilful. 5. A most respectable and intelligent person, of whose diligence and zeal the state of the school offers ample proof: she is determined to raise its character still higher. 6. Both the school-rooms, which occupy different sites, are of large dimensions, good architectural design, and extremely cheerful and airy. Their condition is upon the whole highly satisfactory and full of promise.

Liverpool.—Inspected 16th July, 1849.—1. Satisfactory; upon the plan of the English National Society. 2. Children perfectly under control, and very much attached to the teacher. 3. Mainly those of the National Board. 4. Very good as far as it goes, and conveyed with much skill and judgment. The children *read* remarkably well, and with attention to punctuation and emphasis; they have a very fair knowledge of *geography* and *grammar*, but are not sufficiently practised in *mental arithmetic*. It was recommended that they should be taught history and etymology. 5. A person of superior intelligence, sound judgment, and great self-devotion. 6. It may be confidently anticipated that this important and well-conducted school will become, at no distant period, one of the most successful and efficient of existing educational institutions of the elementary class. Nothing will be neglected by the managers, who exercise a vigilant and judicious supervision, to promote and secure its welfare. The establishment of an infant school in connection with it has become almost indispensable in order to withdraw from it the only element of weakness which enfeebles and disorders its action. This will shortly be provided.

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					Number of Children Reading				Number of Children on the Books aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14							
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																			
Litherland, R.C. Boys . . .	1 2 *g*, 3 to 7 *f*.	54	.	.	1	.	.	6	6	6	3	6	5	3	16	15	6	27	.	.	9	6	.	24	22	28	6	5	10	7	10	2	.	6	80	50
Girls . . .	1 to 6 *f*.	36	.	30 (*a*)	7 (*b*)	.	.	.	7	7	.	.	5	.	5	20	.	19	.	.	22	20	.	12	20	32	6	5	9	1	3	2	4	5	66	40
Stockport, R.C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Macclesfield, R.C. Boys . . .	1 *f* 2 3 *g* 4 to 8 *f*.	84	.	2	2	.	.	16	16	16	4	5	10	6	7	12	10	26	.	.	22	23	.	36	45	38	14	12	15	7	5	4	6	9	19	87
Girls . . .	.	44	.	.	.	.	.	.	5	5	.	.	.	.	5	.	.	.	.	.	5	9	.	15	32	.	.	.	.	.	.	.	.	.	.	44
Wigan, R.C. Boys . . .	1 to 4 *g* 5 to 7 *f*.	36	.	.	.	.	.	.	20	20	1	2	14	2	5	6	8	19	.	.	6	18	.	18	16	20	8	4	7	3	6	3	.	.	.	53
Fleetwood-on-Wyre, R.C.	1 to 4 *m*.	.	.	9	.	.	.	.	7	7	.	.	.	5	28	33	.	8	.	.	19	13	8	19	20	27	9	7	8	1	5	1	2	.	.	60
Dumfries, R.C.	1 *e* 2 3 *g* 4 5 *f*.	111	.	.	.	.	.	14	6	54	3	3	7	4	25	54	15	20	15	3	37	54	54	36	64	50	31	20	33	10	9	8	2	70	160	155
Edinburgh R.C. St. Andrew's.	1 to 4 *g* 5 to 8 *e*	434	.	.	.	.	.	.	35	45	.	8	12	18	43	32	14	76	.	.	100	91	.	38	132	130	42	42	37	29	32	39	22	239	602	261
Liverpool, St. Nicholas R.C.	1 *e* 2 to 8 *g*	96	.	.	200 (*a*)	.	.	.	52	52	.	.	20	20	48	30	.	50	.	16	50	27	.	40	120	.	.	.	.	.	.	.	.	.	.	220

Litherland.—Inspected 17th July, 1849.—1. Satisfactory. 2. Children docile and well mannered. 3. Mainly those of the Christian Brothers. 4. Skilfully conveyed, might be extended to a wider range of subjects. 5. Intelligent, well conducted, and devoted to his work. 6. The results of prudent management and judicious instruction are beginning to appear in this school, which will certainly take a place, at a future day, amongst the best of its class.

Girls.—1, Satisfactory. 2. Gentle but quite effective. 3. Irish National Board. 4. Too limited at present. 5. Fully competent to direct a school of this class with the best results. 6. When sufficient time has been allowed for the development of the plans now carried out in this school, there is reason to believe that the work of education will be found to have been really accomplished. Considering the circumstances of its position and origin, I do not know a school of which the condition is more creditable to the managers, or more full of promise for the future.

Stockport.—Inspected 18th July 1849. It is to be regretted that the managers of this school should have applied for aid to the Committee of Council before any attempt to avail themselves of the resources which are already at their disposal. With two excellent school-rooms capable of accommodating 400 children, besides class-rooms and library, they have been content to retain the services of an utterly incompetent teacher, under whose feeble direction the school has dwindled away to a state which deserves to be called disgraceful. Such a school is not in a position to deserve any assistance whatever from their Lordships. The necessary steps will be taken without delay to supply what is necessary for the re-organization of the school. (This has been since done.)

Macclesfield.—Inspected 19th July, 1849.—1. Satisfactory. 2. Children apparently attached to the master and anxious to please him. 3. Mainly those of the Christian Brothers. 4. Too limited at present, but carefully conveyed. 5. Belongs to a high class of elementary teachers, and discharges his duties with zeal and good sense. 6. The monitors have hitherto been chosen from the *second* class, in consequence of the objection of the parents of some of the boys in the first to their employment as auxiliary teachers. Representations were made which will probably have the effect of removing this mistaken feeling.

Girls.—The school is at present without a teacher.

Wigan.—Inspected 23rd July, 1849.—1. Very satisfactory. 2. Good. 3. System of the Christian Brothers. 4. Fair in amount and quality. 5. Moderately qualified. 6. The canditates for apprenticeship were under the required age; the factories in the town offer employment to children as soon as they reach their twelfth year, and it is found to be almost impossible to retain them at school in consequence of this temptation.

Fleetwood-on-Wyre.—Inspected 24th July, 1849.—1. Organization has not yet been attempted, and does not exist, even in the most rudimental form. 2. Far from satisfactory; incompetent teachers have hitherto failed to secure the respect of the children, or to exercise any influence over them. The presence of 25 children under 7 years of age, many of them between 3 and 5, is an occasion of disorder and confusion. 3. Nominally those of the Christian Brothers. 4. Hitherto very feeble and meagre. 5. *Has* entered upon her duties within the last ten days; is intelligent and energetic, and *seems* determined to improve the character of the school, which I am inclined to think *she* is fully capable of doing. 6. The work of education is now only beginning in this school. A new organization, suitable to the age of the children, is indispensable. Suggestions were made on this subject, and will, I have no doubt, be acted upon. Ground has been purchased for the erection of new school-buildings, and every effort will be made to elevate the character of the school.

Dumfries.—Inspected 26th July, 1849.—1. The arrangements of the desks and benches, and the too scanty supply of the former, does not admit of a really effective organization, yet the classes are formed quickly and with method, and it may be expected that existing defects will be shortly remedied. 2. Not at this moment entirely satisfactory, but gradually improving. 3. Irish National Board. 4. Fair; the children read with remarkable fluency and correctness, and even the younger ones spell with accuracy. The principles of knowledge are not sufficiently explained. 5. Fairly qualified, and very zealous and energetic. 6. This is a mixed school, and the managers are of opinion that good results follow from the intercourse, prudently watched and controlled, between the boys and girls. The school-rooms are excellent. It is intended to provide a mistress, when the girls will be removed from the present school-rooms, and will occupy another room already prepared for their use. Many of the children show much intelligence, and I have no doubt that the school will become a very efficient institution.

Edinburgh, St. Andrew's.—Inspected 30th July, 1849.—1. Apparently complete of its kind, but the room was too much crowded by the children and their friends to enable me to judge satisfactorily. The plan followed is that of the Edinburgh (General Assembly) Model School. 2. Entirely satisfactory. 3. Mainly those of the Irish National Board. 4. Not deficient in amount, and very carefully and successfully conveyed. 5. Possessing considerable intelligence, and entirely devoted to his duties. The assistant master is particularly skilful and energetic. 6. Everything in this school indicates the action of a vigilant and prudent supervision, and there are probably few educational institutions of its class in which the most important results of primary instruction are more fully attained. Both clergy and laity feel and show the greatest interest in its progress and welfare; and apprentices are eagerly sought for, by merchants, tradesmen, and others in the town, from amongst the boys who have frequented it. The subjects of instruction may be profitably extended, and suggestions were made to this effect. The attendance is steadily increasing, and when the new buildings shall have been completed this will probably become one of the most efficient schools in the empire.

Liverpool, St. Nicholas.—Inspected 31st July, 1849.—1. Upon the plan of the English National Society, the desks being placed against the walls, and the classes formed in squares. The movements are performed with order and method, and without undue loss of time. 2. Very effective, without the least harshness or severity. 3. Mainly those of the Irish National Board. 5. Has just retired from school. A trained teacher will be provided in her place. 6. It is necessary to explain, that, the school being closed for the vacation, it was found impossible to assemble a larger number of children on the day of my visit than 96. The average daily attendance, as I found from an examination of the books, and from the testimony of various persons, is fully 220. There is a great want of *maps* in the school, and it is surprising that many of the children should exhibit such an accurate knowledge of geography, being so ill provided with this requisite. Books and apparatus:—books tolerably abundant; maps and apparatus scanty. Desks and furniture tolerably good.

Tabulated Reports, in detail, on the Roman Catholic Schools visited by T. W. M. Marshall, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children writing on					No. of Children Reading				Number of Children on the Books aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
																	Paper.		Slates.																				
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14							
Stella, R.C. Boys	1 to 6 *f*	31	.	.	.	.	36	3	6	8	.	1	1	10	12	.	.	11	.	12	.	11	.	20	14	15	5	5	2	2	4	.	3	7	16	31
Girls . . .	1 to 4 *g*	34	.	20 (*a*)	.	.	9	7	6	15	.	2	3	.	8	8	.	19	.	8	6	9	.	14	18	22	3	7	4	4	.	3	.	27	25	35
Houghton-le-Spring, R.C. Boys	1 *g* 2 3 *f* 4 *g* 5 *f*	69	.	.	.	16	16	12	12	12	.	2	7	10	.	20	.	29	.	5	9	24	.	11	29	14	.	.	.	.	.	.	.	28	10	90
Hartlepool R.C. Boys . . .	1 2 *g* 3 4 *f* 5 6 *g*	56	.	.	.	.	2	3	13	13	4	4	11	6	8	3	.	34	.	13	.	46	.	9	28	26	15	8	17	11	2	2	2	18	24	60
Girls . . .	1 *e* 2 to 4 *g* 5 6 *f*	105	.	63 (*a*)	11 (*c*)	.	.	12	26	26	.	.	14	5	7	6	.	27	.	19	17	30	.	36	25	33	14	9	5	8	6	8	8	6	12	80
Ugthorpe, R.C. Boys . . .	1 2 *f*	31	.	.	.	.	.	.	.	.	.	4	2	4	.	.	.	16	.	8	3	4	.	3	1	9	.	4	2	8	2	4	2	6	16	.
Nottingham St. Mary's, R.C. Girls . . .	1 to 3 *e* 4 5 *g* 6 7 *f*	122	6 (*b*)	122 (*a*)	8 (*c*)	.	.	10	48	48	.	.	7	5	31	20		32	.	9	96	10	32	49	54	83	28	12	19	8	6	8	5	76	169	112
East London, Virginia-street R.C.			.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Spitalfields, R.C. Boys . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls . . .	1 to 8 *m.*	84	.	12 (*b*)	50 (*a*)	.	.	.	.	.	.	.	3	.	24	.	20	.	.	20	26	.	20	44	.	.	.	.	.	.	.	.	70	103	90
Clerkenwell R.C. Boys . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girls . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Stella.—Inspected 3rd August, 1849.—1. Fair. 2. Good. 3. Mixed. 4. Conveyed with tolerable skill, and not altogether unsatisfactory in amount. 5. Diligent and studious, not highly qualified, but conducting his school in a creditable manner. 6. It is found to be impossible to keep the children at school, in consequence of the great demand for their labour, which commences in the coalpits at 7 years of age.

Girls.—1. Fair. 2. Very satisfactory. 3. Mixed. 4. Unusually good for a school of this class. The children read, spell, and sing (from notes) remarkably well. 5. Intelligent, laborious, and fully competent to guide and instruct her pupils. 6. A very pleasing school, and creditable to the teacher and managers. The demeanour of the children is particularly gentle, and they appear to receive with great willingness the instruction provided for them. Mental arithmetic has been hitherto neglected.

Houghton-le-Spring.—Inspected 6th August, 1849.—1. Not on the best plan, but tolerably efficient. 2. Quite satisfactory. 3. Adapted from those of the Westminster Training School. 4. Too limited in amount, and conveyed with moderate skill. 5. Appears desirous to improve himself; is assisted by his wife, who is only competent to teach needlework. 6. This is a mixed school, of an humble class, but not without some pleasing features. Many of the children who frequent it come from considerable distance, yet the attendance is by no means irregular. Vocal music is taught by the clergyman with some degree of success; the senior class is capable of executing pieces of music of moderate difficulty.

Hartlepool.—Inspected 7th August, 1849.—1. Tolerably complete; upon the plan of the Christian Brothers. 2. Children orderly and well mannered. 3. System of Christian Brothers. 4. Deficient in amount, etymology neglected. 5. A very amiable and worthy teacher, industrious, and endeavouring to extend his qualifications. 6. The school is steadily progressing, and many of the objects of elementary education are fully attained in it.

Girls.—1. As complete as the character of the room, and the arrangements of the desks, &c., allow. 2. Excellent; children cheerful, docile, and attached to their teacher. 3. Not scientific, but tolerably judicious and successful. 4. Very good in some points; the elder girls have a fair knowledge of English history. I was particularly struck with the almost total absence of provincial intonation; great pains have been taken to secure this. 5. Very zealous and painstaking. 6. I had occasion to visit this school in the spring, and find that there has been a remarkable progress in almost every department since that period. I have seen no more gratifying example in this respect: the improvement is most creditable both to the teacher and to the children.

Ugthorpe.—Inspected 9th August, 1849.—1. Very imperfect, owing to the unsuitable character and defective furniture of the school-room. 2. Excellent. 3. None. 4. Too limited, and not skilfully conveyed. 5. Industrious, but quite unacquainted with systems and methods. It is proposed to give him an opportunity of spending some time in a good school. 6. The school-buildings are miserably defective. There is no other school within four miles, and this is frequented by all classes of children, the religious instruction being given in the chapel, and only to those whose parents desire that they should receive it. No satisfactory results can be obtained till new buildings shall be erected. Some of the children, who appeared to be very amiable and intelligent, walk eight miles a day to and from the school. It is surprising that, notwithstanding its manifest imperfections, the school should be so highly esteemed in the neighbouring country: the payments vary from 1*d.* to 7*d.* per week. It appeared to me that the latter sum was a monstrous over-charge. About 40 children who had quitted the school assembled on the day of inspection, spontaneously, and showed the greatest interest in the examination. They were afterwards questioned, in my presence, by the clergyman, in Scripture history and doctrine, and displayed extraordinary accuracy and knowledge in their replies.

Nottingham.—Inspected 16th August, 1849.—1. Extremely complete and effective. 2. Perfect: nothing can be more satisfactory than the relations which exist between the children and their teachers. 3. Mainly those of the Christian Brother's. 4. Conveyed with great pains and considerable success. 5. Highly educated, devoted to her work, and possessing many of the most important qualifications of an elementary teacher. 6. About 70 of the children in this school being under 7 years of age, it deserves to be classed with infant schools. It is found to be impossible to retain them after 12 or 13 years of age, in consequence of the constant demand for their labour in the lace-mills of the town. A small gallery at one end of the room, of dimensions to receive about 20 infants, is the only provision for the special organization proper to that class. It is worthy of the consideration of the managers whether, considering the character of the school, it should not be treated altogether as an infant school. It is much to be regretted that the children are not only not taught vocal music, but not even accustomed to sing by ear. Amongst the younger children more might be done to stimulate reflection, and the methods now in use should be modified so far as *they* are concerned. The general order of the school is very pleasing, and the best moral results are being obtained on a large scale.

East London, Virginia-street.—Inspected 25th September, 1849.—1. Quite efficient. 2. Satisfactory. 3. Not scientific, likely to improve under present mistress. 4. Has been hitherto very limited in amount, and not skilfully conveyed. 5. Has been six months at work, is intelligent and painstaking, and evidently solicitous to improve her own qualifications, and to elevate the character of the school. 6. The school must be regarded as only now beginning its real life, having languished for some years under the charge of an incompetent teacher.

Spitalfields.—Inspected 26th September, 1849.—The school-room being under repair, it was impossible to form an accurate judgment of the present state of the school, or even to institute the inquiries upon which a just opinion might be founded.

Girls.—1. Imperfect. 2. Moderately good. 3. Those of a dame-school. 4. Very meagre and unskilful. 5. Appears to have undertaken a task to which she is unequal. 6. Everything is yet *to be* done in this school. The Committee received with great kindness the suggestions which were offered, and appeared determined to change the character of the school.

Clerkenwell.—Inspected 18th October, 1849.—1. Very imperfect and defective in consequence of the unsuitable character of the building. 2. Not altogether satisfactory. 3. Good in arithmetic, but very unsatisfactory in grammar and geography. The first class read fluently but coarsely. 4. System of the Christian Brothers very feebly carried out. 5. Master tolerably efficient, as far as I had opportunities of judging. 6. The attendance has been greatly diminished by the prevailing malady. A new school-room is indispensable. I am inclined to think that this school is sacrificed to the evening school, which is conducted by the same teacher.

Girls.—This school was in the utmost disorder and confusion, in consequence of the absence of the mistress on account of dangerous illness. Suggestions were offered for its improvement.

General Reports for 1848-9, *on Schools in Scotland connected with the Established Church, by* JOHN GORDON, Esq., *one of Her Majesty's Inspectors of Schools in Scotland.*

MY LORDS, *Edinburgh, February,* 1850.

IN the course of the last year, your Lordships' Minutes of 1846 have given rise to many applications for aid to schools in connection with the Church of Scotland. I have found much occcupation in examining the claims thus presented; and, in regard to these, have already transmitted a general Report. Some of these applications were from Sessional Schools; and as many more schools of that class had been inspected, though not on occasion of their seeking aid, I have presented also a general Report on the Sessional Schools of Edinburgh, Glasgow, and other large towns. Among the schools that sought apprenticeship of pupils, there were two differing in essential points from ordinary schools: on these, the Aberdeen Female Asylum, and Milne's Free-school at Fochabers, I have appended special Reports. Such other schools as have been both aided and inspected in the course of the last year, are shortly noticed in the appended Table.

I have the honor to be, &c.,

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

General Report by JOHN GORDON, Esq., *Her Majesty's Inspector of Schools, on Examination of Candidates for Certificates of Merit, and on Apprenticeship of Pupil Teachers, in Schools in connexion with the Established Church of Scotland.*

MY LORDS, *Edinburgh, December*, 1849.

YOUR Lordships have required of teachers who seek to benefit by the provision for increase of salary under your Minutes of 1846, that they appear, upon examination, to have attained a certain proficiency in such branches of knowledge as are commonly taught in the class of schools which they occupy. You have desired, also, to be informed in regard to their experience and skill in teaching, the opportunities of instruction which they have themselves enjoyed, and other particulars affecting the estimate of their merits. On these and other points, detailed reports have been already laid before your Lordships; and I have now the honour to present, by way of summary, the following statements in reference to the examinations of this year.

1. The total number of Candidates examined in the course of the year was 109; 84 male and 25 female; the examinations taking place at Edinburgh in Spring; at Glasgow, Edinburgh, Aberdeen, and Inverness in Autumn; and continuing at each place six hours daily for five days.* The cases in which your Lordships have already decided, are only those of the Female Candidates examined in Spring; three fourths of whom have succeeded in obtaining your certificate of merit.

2. It is required by one of the rules on which these examinations were conducted, that all candidates should be, at the time, in actual employment or office as teachers: the admission was regulated accordingly, and the numbers occupying schools of the different descriptions are as follows:—

Schools.	Candidates. Male.	Female.
Parochial	14	
General Assembly's	31	
Subscription	17	22
Privately endowed	2	
Edinburgh Normal School students	15	
Glasgow do. do.	5	3
Total	84	25

That so few of the privately endowed schools are in this enumeration, may be owing to the circumstance that private

* Spring examination, Edinburgh, attended by 12 Female Candidates.

Autumn	,,	Glasgow	,,	13 Male.
,,	,,	Do.	,,	8 Female.
,,	,,	Edinburgh	,,	46 Male.
,,	,,	Aberdeen	,,	10 Male.
,,	,,	Do.	,,	5 Female.
,,	,,	Inverness	,,	15 Male.
		Total		109

endowment is not received in fulfilment of the pecuniary condition of augmentation; while it is apt to supersede the subscription which is received to that effect. Adventure or self-supporting schools are wanting here; because they cease to be of that denomination so soon as the subscription has been realized that enables the candidate to appear. The students of the Edinburgh Normal School attended at the request of its Directors, and by the appointment of your Lordships; and the results of their examination will evince, how far that institution has attained its main object during the last twelve months. The schools taught by female candidates are all of the subscription class; for it is seldom that such schools are self-supporting, and seldom, from the recency of their establishment, that they have the benefit of any permanent endowment. It may be added, that the subscription towards salary, which forms one of the candidate's titles to appear, seemed to have been called forth in sixteen instances, for the first time, by the offer of augmentation on that condition: such, in particular, was the case, in regard to all the parish schools. In all the Assembly, and in twelve of the subscription schools, the contribution of salary from private sources was not occasioned by the offer of augmentation, but is understood to have existed at a prior date, and to have been contemporary with their origin.

3. Some of the candidates, both male and female, were understood to have held their appointments as teachers, contingently on the result of the examination,—their schools being unable to maintain themselves without such aid as that of augmentation from the fund administered by your Lordships: about one eighth part of the whole number may be said to have stood in that situation. To some of those who were examined, the examination may be of no avail, if it shall appear that, in such cases, the condition of private subscription was not fulfilled. It may be remarked, farther, that four of the present candidates had failed on a former occasion; and that one now stood for a higher class certificate than he had formerly obtained, your Lordships having been desirous that such renewed attempts should be very specially encouraged.

4. The situation of the candidates, in respect of age, will appear from the following distribution:—

	Male.	Female.
Under 20	10	8
Betwixt 20 and 30	47	13
,, 30 and 40	18	2
Upwards of 40	9	2
Total	84	25

All the Normal School students and 25 of the other candidates were under 25 years of age; the former, in conformity with the rule which both Normal Schools have adopted on that head.

5. It is observed, that few of the candidates appear to have,

at any time, followed any other occupation than that of teaching; and that those who did so, 13 in number, are not among the least qualified for the employment in which they are now engaged; the want of early experience seems to have been compensated, by the genial inclination that led to their later choice, and by that openness to improvement with which they behoved to meet, perhaps at mature years, the duties of an occupation for which they had not been prepared.

6. The greater number of the candidates appear to have received their own early education at the parish, and at other schools, probably of an inferior description; but it does not appear, either that they were instructed there for a longer time or instructed otherwise, than other children frequenting the same schools, who may have been intended for occupations requiring little skill and no learning. Not a few of them are said to have become schoolmasters, immediately on ceasing to attend the elementary school as ordinary pupils; while some employed a short interval in pursuing their own improvement, or in acting as assistant teachers. It is remarkable, however, on the whole, with how little special preparation even these latter entered upon that calling, the distinguishing office of which is to prepare for occupations of every kind. The exceptions are, where some advantage has been had, in that interval, from study at a university or at a normal school; and as this point is of some interest, I state explicitly as follows the proportion of candidates who had been more or less favoured in these several ways:—Of the 84 male teachers, 6 appear to have attended the courses of literature or philosophy at an university one session,—3 attended three sessions; 5 for a longer period, varying from three to seven years. Among those who studied at an university for any length of time, there are seven of the candidates reported as in the charge of parish schools. The Normal Schools of Edinburgh and Glasgow are understood to have been attended by 45 of the candidates, male and female, besides the 20 already noticed as students there at the present time. Of the first-mentioned number, 36 had been permitted, under the circumstances noticed on a former occasion, to leave the institution before completing a course of six months' training; but it is satisfactory to add, that the minimum period of attendance has since been prolonged to 12 months. It is believed that, on the whole, the attainments of the candidates will be found to exceed what might have been expected from the opportunities of education which they themselves enjoyed.

7. It may be matter of some interest to observe, how far the candidates appeared to have come forward with the advantage of having specially prepared for these examinations. The branches with which masters were expected to be more or less acquainted, had been announced by advertisement, at least

12 months before; the premonition to schoolmistresses was somewhat shorter; and in both cases there was an intimation of the extent to which, in some of these branches, the examination was to be carried. It is unlikely, therefore, that any candidate had entirely omitted to prepare; and it is known that there were many who employed every hour of leisure from the business of their schools, during some months, in plying their studies with a view to this occasion; the exertion in such cases was unusual, and its effects in enlarging or in reviving their acquirements may be noticed as among the best fruits of the recent measure for improving the schoolmaster's situation. On the other hand, it is known that, from particular circumstances, the time allowed for this purpose was to some teachers very short; and that to those in the Assembly's scheme it did not exceed two or three weeks; while they were also under the greatest disadvantage from want of the books recommended for their use.

But though the exact bearings of the examination were unforeseen, every candidate came prepared to find that it would extend over a wider field than he had been used to traverse in his school. Of this he had been informed by the terms of the advertisement; but it might also have been presumed,—because every teacher is aware of how much consequence it is, that he should know much more than he is ever called upon to teach; because increase of salary might be supposed to have for its condition some advance of qualification; and because the object of your Lordships' measure could be easily understood to be, not an indiscriminate addition to the schoolmaster's emolument, but the improvement of education by an encouragement to the schoolmaster to improve himself. For these reasons, they expected the examination to be just such a test of their knowledge as they found it to be. At the same time, they trusted that some allowance would be made for the circumstances in which they have been placed, as teachers who had to minister to desires for a very limited amount of instruction; and also, for whatever merits they might possess, of industry, zeal, or skill, in the business of their schools; and in this expectation they will not be disappointed.

8. The circumstances under which the candidates have sought the benefit of augmentation may be noticed very generally, as they are not without a bearing on a question of their merits; this at least, in regard to the parochial and Assembly teachers.

1. The *parochial* teachers may be said to have stood in one or other of these situations: (1.) They had been recently appointed to the office they now hold; and appointed on the *understanding* that augmentation was to be claimed, and *could* be claimed, only on assenting to the condition of exami-

nation, the patrons supposing augmentation essential to the proper maintenance of the school; (2.) They had held the office for a considerable term of years, and approved themselves as diligent and able teachers—the patrons, in consideration of their deserts, offering that addition to the salary which, with augmentation, would afford only a fair recompence; or, (3.) Their position in the parish school was merely that of assistant or substitute teachers, the master from age or infirmity having retired with the statutory emoluments (school fees perhaps excepted): these, however, affording an insufficient recompence to the assistant or substitute, the provision offered by the Minutes became a very obvious resource. It may be added, that all the assistants and all the newly-appointed parish teachers are young men, not without hopes of advancement from the result of their attempt on this occasion.

It is observed that some of the candidates are in circumstances that give rise to such questions as these: (1.) whether, when the statutory salary is retained by a retired master, the allowance voluntarily granted by the patrons to the acting teacher shall be received as the subscription which forms one condition of augmentation. And (2.) whether, when the maximum allowance of three chalders has been apportioned among two or more teachers, the excess of that allowance above the minimum may avail as subscription, in behalf either of one or more of the teachers. These questions are the more apt to occur, as the cases that suggest them are precisely those which are the most likely to require aid under your Lordships' minutes.

2. The candidates connected with the General Assembly's scheme have their schools, for the most part, in the Highlands: but though their stations are sequestered, and the people very poor, it is remarkable how little different their schools are from the second, and sometimes from the first class of elementary schools in other parts of Scotland, in respect either of the kind of instruction or of the methods used in imparting it. The chief points of difference are, in the less amount which the Highland population contribute towards the maintenance of their schools, and in the greater separation of the Highland teacher from all means of improving or even of keeping up the knowledge he had acquired. Some teachers of this class accordingly, and it may be, some who had officiated in these districts for 15 or 20 years, scarcely hoped for success on this occasion, but rather wished to learn how to direct their studies in preparing for another. They supposed their situation to be an apology for their short-comings, and were willing to fail, if only the circumstances under which they came forward, were fairly considered. It is known, however, that there are not a few of this class who perform their part as schoolmasters with *considerable ability*; who are exemplary in their lives; who

have the skill to bring all children in the neighbourhood under their instruction; who can teach the most necessary things to a certain extent, well; and who have the further merit of carrying on their instructions with equal effect in two languages.

9. In reference to the papers used at these examinations, it may be remarked (1.) That they comprise questions ranging over various degrees of difficulty; so that each paper contains a portion adapted to each of three orders of candidates, the candidate being left to select such questions for answer as he chooses, and choosing such as appears to belong to the class of certificate to which he aspires. Of the 109 candidates, the number offering for each class of certificate is as follows:—

	Male.	Female.
First or Highest Class.	8	2
Second	17	3
Third	59	20
Total . .	84	25

(2.) The examination extended to eleven distinct branches for candidates of the first class; to nine, for those of the second and third classes. But proficiency in all the branches has not been considered necessary to any candidate's success: enough that, on the whole, though there should be much room for compensation on some points, there appears to be a certain measure of acquirement. In particular, it has been intimated that "grammatical and oral examination in Gaëlic may be substituted for any other two subjects which are not rudimentary;" of this privilege most of the 27 candidates professing Gaëlic have availed themselves. In some instances besides, the candidate seeks a similar exemption in the hope of making amends by other parts of his performance.

(3.) The questions have not been, throughout, adapted to the supposed general level of the candidate's knowledge; for one object of these examinations is to incite to further progress, and this by showing in what directions further progress may be made. Whether that object has been duly, and not more than duly, regarded in the framing of those papers, will appear from the proportion of those who shall succeed in obtaining certificates. In the mean time, it may be noticed, that, on some of the most advanced subjects, there are candidates who have found but little difficulty in dealing with as many of the questions as they needed to attempt; while there are others that, on all the subjects, have shown a creditable amount of attainment. The candidates were themselves prepared to find that the examination was to prove not merely a test of their present acquirements, but an admonition to extend them.

10. It may be presumed that, on some of these branches, most of the candidates have been better prepared than on *others, if* for no other reason than that some branches are more *generally* and more frequently taught than others. The

following arrangement may be understood to indicate the order in which the different subjects appear to have been best known to the greater number of candidates :—

THIRD CLASS :—

1. Religious Knowledge
2. Arithmetic
3. School Management
4. Geography
5. English Grammar
6. History
7. Mensuration
8. Algebra
9. Geometry.

SECOND AND FIRST CLASSES :—

1. Latin
2. Greek.

It is observed that few have discovered any very noticeable defect in religious knowledge; while some have shown attainments in this respect, which imply a high degree of moral and religious culture, and which stand out in relief from all their other knowledge, even when that is not inconsiderable. On this subject, some of the female candidates are unsurpassed. It is satisfactory, that the candidates have been found, upon the whole, to acquit themselves so well in that branch which must be considered as the principal part of all they have to teach, if, as has been well said, "the business of the schoolmaster no less than of the parish minister is the cure of souls."*

Arithmetic, throughout the whole course of it as laid down in the ordinary school-books, is well understood by a large proportion of the candidates; almost equally so, geography in some of its divisions; and there are two or three instances of a considerable acquaintance with the elements of general history. The mathematical questions have been well answered by probably a third part of those who attempted them: in this department the students of the Edinburgh Normal School are remarked to excel, with few exceptions. A competent knowledge of the Latin language is somewhat rarer. It will not be unnoticed, at the same time, that there are more instances than could have been expected, of negligence and inaccuracy in the simple matters of punctuation, spelling, and penmanship.

11. The number of the male candidates from the different descriptions of school who offered for each class of certificate was as follows :—

	First	Second.	Third.
Parochial Teachers . . .	1	7	36
Assembly	..	1	30
Subscription, and Privately Endowed .	2	3	14
Normal School Students . . .	5	6	9

12. I have to add that these examinations have brought to view, upon the whole, a much greater extent of acquirement

* Arnold.

than could have been expected of candidates so little favoured with opportunities of study, and with so little advantage from any frequency of practice in the teaching of some of those matters which the examination included. This can only be explained in some way which will leave them the merit of having felt the responsibilities of their office and their obligation to serve it with intelligence; the credit of not imagining that, as soon as they undertook the task of instructing others, they might, on that important title, cease to be the instructors of themselves.

Among the qualifications deemed essential to success, one of the most important is that of skill in the art of teaching and in school management, which is, by no means, a matter of sure inference from any other merits the candidate may possess. It is understood, that ability in this respect will redeem deficiencies in others; but it does not admit of being well ascertained, otherwise than by an inspection of the candidate's own school. The opportunity given to each, in the course of the examination, affords but an imperfect test; and I could not perceive, in any instance, such evidence of inexpertness as might warrant any material abatement of the credit due to the candidate from other parts of his performance. A more special report on this head can be made, when his school comes to be inspected. In the mean time, it may be noticed, that in the trial of their skill in teaching, the students of the Edinburgh Normal School were somewhat more at home than the rest; for the classes which they taught, on this occasion, were the same which they had been used to teach daily. In that seminary, they have the privilege of being trained to the art of teaching and to school management, by a very competent master; and they have not failed to profit in these respects, probably as much as they shall appear to have done, in those studies in which the evidence of their progress has been laid before your Lordships.

13. Lastly, I remark that, whatever may be the issue of these examinations as respects the attainment of the immediate object, by individual candidates, they are likely to prove to one and all the occasion of much benefit. They have indicated what the acquirements of a teacher may be fairly expected to be; and by that, as well as by the hope of reward, they will supply to the teacher new motives to self-improvement. At the same time, to require so much in the way of qualification on his part, is to raise his sense of the importance of his calling: and thence, a fresh interest in its exercise, and a greater desire to excel in it. Perhaps not one of these candidates returned to his charge without impressions which will for some time have a favourable effect upon the manner in which its duties are performed.

Apprentice Pupils.—The applications for apprenticeship of pupil teachers, on which I have had the honour to report to

your Lordships, are 73 in number. Of these, 13, from various causes resolving into non-fulfilment of the conditions laid down in the Minutes of 1846, have proved unsuccessful, and 7 remain under consideration. All the schools that have received the benefit of an apprenticeship of any number of their pupils, are included in the following summary:—

	No. of Schools.	No. of Apprentices.
Parochial	21	59
Sessional	16	49
Privately endowed	6	20
Subscription	16	22
Total	53	150

The first year's apprenticeship has expired in 21 of these schools; and in these instances, the progress of the apprentices, during that year, has already been ascertained and reported to your Lordships.

This form of aid has not yet been so long in operation as to furnish sufficient matter for any general description of its results.

In the mean time, with reference to the instances of one year's experience, it is remarked (1.) That the apprenticeship of one or more of the elder pupils seems to have had the good effect of inducing a longer attendance of the rest at school than had been usual before,—the apprentices, who do not drop their character and place as pupils, giving an example of long attendance which is not lost upon the neighbourhood. This has been attested, in general, by the masters; but the fact will, in due time, appear more explicitly in the annual Reports of Inspection, which will distinguish the ages of the pupils, each successive year. (2.) It is observed that the same care and exactness which the masters have employed in preparing the apprentices, are apt to be extended to their style of teaching throughout the school. Some appear even to have proposed as an object of ambition for themselves, to make part of their ordinary pupils keep pace with those who were apprenticed, so as to be nearly as well prepared in those things in which the latter had to be examined at the close of the first year of apprenticeship. (3.) It is remarked further, that the schools in which pupils are apprenticed, present an improved appearance in respect of discipline, organization, and industry, the master having now an order of assistants higher than that of monitors, and able to relieve him even of some of the more onerous parts of his work.

It will appear from what has now been stated, that your Lordships' Minutes of 1846 have already taken effect to a considerable extent, among schools connected with the Church of Scotland.

I have the honor to be, &c.,

JOHN GORDON.

To the Right Honorable the Lords of the Committee of Council on Education.

Appendix A.

Report on the Female Orphan Asylum, Aberdeen. By Her Majesty's Inspector of Schools, John Gordon, Esq.

My Lords, *Edinburgh, January,* 1849.

The application lately made to obtain the sanction of the Committee of Council to the apprenticeship of pupil teachers in the Aberdeen Female Orphan Asylum gave me an opportunity of visiting and inspecting that institution. The Report thereupon presented induced your Lordships to assent to the proposal for apprenticeship; but being only in the usual form of Reports on ordinary schools, it leaves occasion to add some particulars suggested by the circumstance that certain of the conditions of apprenticeship will, in this instance, be fulfilled in an unusual manner; while in other respects the institution, viewed as a seminary of education, appears deserving of more than usual attention.

There are three of the conditions of apprenticeship that meet peculiar circumstances in their application to an institution like this.

I. In the first place, it is required that the domestic or family circumstances of the candidate for apprenticeship should be such as to favour, by the influence which they always have, the education which it is desired that the candidate should receive; whereas, in this respect, the children of the Asylum present themselves in a situation very different from that of the children of an ordinary school.

The Female Orphan Asylum of Aberdeen owes its origin and all its advantages to the benevolence of a lady, whose "early intention," as she herself observes, in the simple terms that accord with so good and generous a purpose, was "to bestow a portion of the abundance which God has placed in my hands, as a supply for the wants of those little beings who are the objects of his peculiar care and fatherly promises." For the object of this charitable purpose, Mrs. Elmslie selected the female child bereaved of both parents,—a case presenting the three several conditions of the greatest need of help and protection, the greatest susceptibility of benefit, and the impossibility of the relief given tending to disturb the habit of self-dependence on the part of the parents. The place chosen was her native city. Her own usual residence is at Epsom, in the county of Surrey.

The premises occupy a space of two acres, at Albyn Place, in the south-west suburbs of Aberdeen. The building is in a plain Grecian style, 108 feet in length, two floors high in front and three floors behind. The interior is conveniently arranged to afford apartments to the matron and two female teachers; dormitories, baths, and schoolroom for 100 children. An outhouse is intended for the accommodation of the sick, and ample space remains for play-ground and garden. Every purpose, in short, of such an institution has been provided for in the most liberal and tasteful manner. The cost of the ground and of the buildings somewhat exceeded 9,000*l.*

The premises have been already conveyed to the trustees, five in number,—the patron reserving right, during her lifetime, to regulate the affairs of the institution as she, from time to time, may deem proper.

The patron has also vested in name of the trustees a fund sufficient for the endowment of the institution, and of such amount as to render it in all time independent of aid from any other source—choosing the uncommon part of making such munificent gifts in her lifetime, to obtain the privilege of giving effect to her beneficence without delay, of witnessing its operation, and of employing her own care in forming, by degrees, the plan of its management.

The admission is restricted to orphan children of the three parishes of

St. Nicholas, Old Machar, and Nigg—in the proportions respectively of seven tenths, two tenths, and one tenth. The parents are required to have been married persons, and of reputable character; and it must appear that the maintenance of the orphans is beyond the ability of their relatives. Some charities of the same kind are designed for the children of a certain class of people and for none besides; whereas this is open to children of all classes. At the same time, it favours alike, in the terms of admission, all religious denominations; but the religious instruction of all is to be conducted "according to the forms and rules of the Established Protestant Presbyterian Church of Scotland." The age of admission is from four to eight years; of exit, sixteen. From first to last, the charity is entirely gratuitous. In some establishments of the like kind, the visits of relations are altogether excluded, in others they are permitted at all times; here a medium course has been preferred—the opportunity of personal communication with relatives being allowed once in three months.

The candidates for apprenticeship, in common with the other inmates, thus find their homes and every thing that can be supplied in place of parental influence, within the walls of the institution.

The patron has endeavoured, with a just feeling of what their orphan situation chiefly needs, to realize as much as possible the family life for all the inmates of the house. In this view, one of the regulations of the institution is, that the children may at all times have access to the matron and mistresses, who are expected to have not more seclusion, or reserve of time for their own uses, than mothers in the bosom of their families are wont to have; and at the same time to regulate the familiarity thus promoted, so as to make it conducive to the formation of something like the filial affections.

If the common school depends for its success more on the character of the conductor than on any rules laid down for conducting it, the same thing may be said yet more truly of an institution like this, in which the pupils have not merely to be instructed as in the school, but educated as in the family, and where both the school and family life have to be united under one direction.

For all of these purposes, the qualifications of the matron, Miss Norris, are uncommon; they are equally conspicuous in the minute attentions by which the affections of the children are secured, in the judgment applied to the whole course of their instruction, and in the vigilance and precision with which she orders all the concerns of the establishment.

When first brought to the institution, the children appear to have already acquired certain common characteristics of the orphan and destitute condition in which they had been found.

It is observed, for instance, that they have less sensibility to kindness and less expectation of receiving it than other children—apparently from being little used to occasions that have given either the experience of kindness or even the notion of its existence. "Some time after their admission," the matron remarks, "they show far less affection to myself than other children; but afterwards a great deal more than is at all common with others." The cause appears to be in both instances the same: unaccustomed to any sense of a parent's care, they are unprepared to meet here what takes the place of it; but once acquainted with a tenderness scarcely less than parental, they return it with an attachment so much the greater as there is still no parent to divide it.

"I observe," says the matron, "that many of the children, when they first come here, are shy, suspicious, and without trust in the common humanities of life. A little girl who had neither parent nor relative was remarked to guard, with great care, the food that was set before her, as if not unused to see it forcibly taken from her by others as hungry as herself."

All of these traits of the condition from which they have been rescued, soon disappear under the new and genial treatment which they experience here.

The accompanying table shows the distribution of their time to the several purposes of instruction under the mistresses, preparation of tasks, and recreation—the latter always so regulated and so practised as to be itself a means of moral education, though never proposed with that intention, and scarcely ever felt as involving any sort of discipline.

A very marked attention, however, is directed to the inculcation of good manners, of courtesy in their intercourse with each other, and of respect to superiors—a sort of training often wanting in the schools of Scotland, and here practised not merely in the belief that the manners so formed may prove a recommendation in after life, but also, if I mistake not, from a notion that the observance of them has the still better effect of strengthening the moral dispositions which they represent, and perhaps other good dispositions besides, with which they are not very distantly allied.

At the same time, a regular course of training to habits of industry in such kinds of work as they will have to practise, in whatever situations they may afterwards be placed, is not the least useful of the various employments of the inmates. All the articles of clothing used in the institution are shaped and sewed by them; and this to habituate to thrift and reliance on their own industry, quite as much as to give the lesson in handicraft. "They are taught to make and mend their own clothes, sheets, and table linen, and to do all kinds of plain needle-work and knitting; also the business of the house and kitchen; for which purposes all the elder girls are appointed in rotation according to their age and abilities; likewise to wash, iron, and assist in getting up the linen."

One other feature of the domestic economy of the establishment may be noticed,—the remarkable regularity and order with which all the rules are observed. This is secured in a great measure by the employment of monitors, whose duties are thus described:—"Each monitor to have the charge of one or two young children, to mend their clothes, and instruct them in the same, to teach them their catechisms and bedside prayers, and take care of them during the play-hours. They likewise have the charge of them in the dormitories, to wash, dress, and brush their hair, make their beds, and teach them to fold up their clothes neatly when they go to bed." In these services the monitors find a meet occupation for themselves, and an opportunity of usefulness, freed from much of the objection to which the monitorial arrangement is liable.

It appears, then, that the candidates here proposed for apprenticeship are, notwithstanding the privations that seemed to have doomed them to another condition, unusually favoured in the circumstances of their domestic life; and that the claim for apprenticeship is, in this respect, not merely unexceptionable, but accompanied with very peculiar recommendations.

II. Another condition of admission to apprenticeship is, that the seminary shall be so conducted as to afford a good opportunity of acquiring the knowledge and habits requisite in the business of a teacher; so that the engagement in that capacity for the lengthened term of five years may be attended with adequate advantage.

There are institutions, in which orphan and other destitute children are not maintained, and where all the benefit they receive consists of the instruction given to them during certain hours, as at any public school; but there are no institutions in which orphan or other poor children are maintained, that do not at the same time provide for them what is deemed a suitable school instruction.—an addition to the charity, which, though its origin dates no further back than 200 years, is believed to be now universal in Europe. Indeed the primary object of such charities, in some instances, appears to have been instruction; and maintenance merely the adjunct.

The Asylum at Aberdeen, during certain hours in the day, resolves *into a common school* for the instruction of the inmates, who are

employed three hours and a half daily in receiving, preparing, and delivering such lessons as are common to all elementary schools, and two hours and a half daily in needlework and knitting.

The time for literary instruction appears to have been thus limited for two reasons,—to avoid all risk of overtasking, and to educate to no greater extent than might perfectly well accord with the life which probably lies before them, on their leaving the institution. The same prospective view has determined the subject-matter of the instruction, which consists only of English reading, writing, arithmetic, geography, the elements of English grammar, and the truths of religion; the same things, it may be presumed, which the apprentice will be called upon to teach, in whatever part of Scotland she may have afterwards to perform the duties of a school-mistress.

Here one and all of these branches are taught in the most efficient manner by two mistresses and under the superintendence of the matron.

The 46 pupils are distributed into four divisions or classes;* and it is remarked that age is here, in more than the usual degree, the principle of the distribution; a peculiarity warranted by the arrangement which admits all the pupils to the seminary at the same age, and admits at nearly the same time as many as may form one complete division. Different degrees of aptitude, of course, produce different degrees of proficiency in the same class, but not to an extent which is attended with inconvenience to the teacher or with disadvantage to the pupil; the classes consist of children more nearly of the same age, than is found to be the case in most other schools.

The instruction is judiciously adapted to the different divisions; but in this it resembles so much the general practice of the best elementary schools, as to leave but little occasion for remark. It may be only noticed that, in the first or youngest class, which includes none above seven years of age, the acquaintance with some parts of Scripture biography is uncommon; that the shorter catechism is reserved for the second division in their second year; English grammar for the third division in their third year; and that throughout the course, the teachers explain the lessons, whether secular or religious, not by relying upon explanatory books, but by finding for themselves all the matter of the explanations they are accustomed to give. In all of these exercises, the progress from first to last is deliberate, sure, and satisfactory.

But while this Asylum as a seminary resembles the common school in much, it has advantages which very few common schools enjoy; realizing the two great conditions of a model school,—by being at once similar and superior to those, which may happen to look to it for example. There are few schools, in short, that present so many circumstances favourable to the purposes of an apprenticeship of pupils. The more remarkable of these are:—

1. The pupil continues under the teacher's care for the long period of twelve years; and what is yet more rare, the attendance during all that time suffers no interruption. The advantage of this is, that the apprentice is thus familiarized to that long and steady attendance of the children at school which seldom occurs, but which it should be the constant endeavour of a teacher to promote; while at the same time a fair field is thus given, both for the practice and for the proof of the methods which happen to be employed.

2. It is seldom that a school is so well appointed as to have two very competent teachers, and a superintending rector or matron, for not more than forty-six pupils.

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* Mrs. Elmslie has already made ample provision for enlarging the number, on her decease, to 100.

3. The pupils being at all hours under the eye of the matron or the mistresses, there is amongst them a more unvarying appearance of good manners, personal cleanliness, and habits of order than occurs in ordinary schools; and to accustom the apprentice to the sight and practice of such things, is to insure that they will not be unregarded in her own future conduct as the mistress of a school.

4. It is observed that habits of obedience and attention are rather better formed in an institution like this, than they usually are among the same class of children in an ordinary school, because the discipline varying in form with the varying occasions of the school and the family, is unremitting throughout the day; while the disposition to receive it from those whom benevolence has put in the parents' place, is scarcely less than if it came from the due affection of the parents themselves.

5. In establishments of this kind, the character of the pupil becomes better known to the teacher than it could be if opportunities of domestic intercourse were wanting; the advantage of which is, that the teacher can deal more aptly and effectually with each pupil, not merely in imparting knowledge, but especially in carrying on the moral training which, far more, requires to be conducted with some knowledge of individual character.

From these circumstances, the school of this Asylum derives advantages that render it a very suitable place of training for those who may be admitted to apprenticeship; and this may be affirmed, whatever the sort of school which they may afterwards be appointed to conduct; whether infant school, always best committed to female management; or school of female industry, which, being conjoined with another that gives the common literary branches from a master, confines itself to needlework or knitting; or the female school that affords both literary and industrial branches together, from the mistress. For all of these descriptions of charge, the apprentice here finds an equally fitting preparation.

III. It is presumed, but not enjoined by your Lordships' rules on this subject, that the pupil at the end of the apprenticeship is to choose the occupation of a teacher, and to enter upon it either immediately or after an interval of attendance, for further improvement, at a Normal school.

One regulation of this Asylum bears, that "the education of all the pupils is to be plain and simple, calculated to prepare them for earning their livelihood as useful and good servants or in any other industrious employment." The literary instruction accordingly, as respects the matter of it, is of the plain description already mentioned; and for the same reason industrial training, and some practice in the ordinary "work of the house and kitchen," have been made a chief part of the business of the institution. On the other hand, the instruction and training, though common in kind, are here given with far more than common skill, constancy, and effect; while the plan that provides for the entire nurture and education of the inmates allows more care than usual to be directed to the formation of their habits, morals, and manners. It may be expected, therefore, that while prepared expressly for the situations indicated by the rule, those who have been brought up here will evince in these situations the superior advantages they have enjoyed; and if so, some reflection of those advantages will not fail to reach to those around them, who have been less favoured.

Is it to be feared that the care and comfort they have experienced in the Asylum may be so different from any thing in their future lot, that it may afterwards become a source of discontent? Not, if they are brought up here exactly in the way that has been mentioned; not, if they remember, as they must, that their childhood has privileges which, at a due and known time, will cease. The difference may be great; and yet the sense of it do no harm. For, the retrospect to what was good and *pleasant*, when that has lapsed by no moral fault, is not in general unpleasing, nor of ill consequence to the moral disposition. "When it is

considered that next to the hopes which beckon to the wayfaring man from beyond the valley to which he is drawing, by nothing is he more cheered than by the ever-brightening remembrance of that which he has left, it must, I think, be a pleasurable thought to those by whom this College is supported, that it will furnish recollections on which humble, hard-working men will look with pleasure as they ply their all-important, yet not seldom dispiriting and ill-requited task."* With the same truth it has been said, "Nimis angustat gaudia sua, qui eis tantummodo quæ habet ac vidit, frui se putat et habuisse eadem pro nihilo ducit. Itaque in præteritum tempus animus mittendus est et quidquid nos unquam delectavit reducendum ac frequenti cogitatione pertractandum est." In this instance it is not to be feared that the well-ordered, well-tended, cheerful life of the Asylum will be remembered by the "hard-working servant" otherwise than with thankfulness and pleasure; and if there be no place for pining recollections, there is no danger that the sense of present duty will be impaired.

In establishments of this kind, however, it is not unusual to mark those that possess an aptitude for other and higher occupations than the rest, and to deal with them accordingly in the assignment of their future occupations. In Heriot's Hospital at Edinburgh, "hopeful scholars" are provided with the means of pursuing their studies at school or college for a period of five years after leaving the institution. The same distinction is made in this Asylum, as at present by the selection of two from the 46 children, for apprenticeship as pupil teachers.

It is plain that charities of this kind would imperfectly accomplish their object, if on leaving them no provision were made for the future employment of the child; but, in general, the directors charge themselves with the task of finding for each child, at that juncture, some "industrious employment." Such, for example, is the uniform practice in Heriot's Hospital and the Orphan Hospital of Edinburgh; and nothing in all their management needs to be performed with more care; for, in most cases, the helplessness of the individual at the moment of quitting the institution, is complete; and it is important, that the first step in life should be attended with no unfavourable experience. In like manner, the directors of the Asylum undertake to provide for most of the inmates, at the proper time, suitable places of "service;" the "Ladies' Committee and matron arranging the terms of the engagement." It is at their instance, also, that the few who appear fitted, by the bent of their minds, to be employed as teachers, are admitted to apprenticeship; and these, by the help of the directors, will in due time certainly be employed in the way for which they have been prepared.

If the apprentice pupils do not afterwards attach themselves permanently to that occupation, it will be from no want of inducements to do so. From the directors they can receive a fair introduction; and it is believed, there will be a general prepossession in their favour, throughout the district, from the known excellence of the preparation they have obtained at this seminary. It is remarkable, also, how rapid is the increase of female schools at this time over Scotland, partly to render more common a regular training of young females in the arts of female industry, but chiefly from a growing recognition of the truth that education means something more than instruction, and above all ought to aim at the moral culture which bears most directly upon the conduct of life, and which female teachers are perhaps the best fitted to conduct in behalf of female pupils. On this account, the opportunities of employment to female teachers are abundant; and to encourage them to come forward by means of apprenticeship and normal schools, is at this time nothing less than necessary.

* Second Letter on the Training Institution at Stanley Grove. By the Reverend Derwent Coleridge.

The occasion of noticing this Asylum to your Lordships at present, as already said, is the application which the directors have presented for the apprenticeship of pupils; yet if that occasion had been wanting, it would still have presented some features of the greatest interest as a charity and as a seminary of education, the founder of which survives to watch and to guide its progress with the same affection and piety in which it had originated, and to reap, in the sight of its remarkable success, the reward of her benevolence in having "delivered the poor that cried, and the fatherless, and them that had none to help."

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX No. I.

ABERDEEN FEMALE ORPHAN ASYLUM.

Statement of Expenditure for the Year 1847, and also of the Cost of each Child, including every expense incidental to the Institution.

	Expenditure for the Year 1847.			Average Cost of each Child for the Year 1847.		
	£.	s.	d.	£.	s.	d.
Provisions	359	11	10½	7	1	0½
Clothing and house linen	54	18	11	1	1	6½
Coals	26	8	6	0	10	4½
Gas	13	17	11	0	5	5½
Druggist	2	11	6	0	1	0
Water Rate	2	0	0	0	0	9½
Bookseller and Binder	3	3	6	0	1	3
Miscellaneous	23	3	5	0	9	1
Furnishings and repairs	23	19	2	0	9	4½
Yearly salaries	206	9	4	4	0	11½
Total	716	4	1½	14	0	10½

APPENDIX, No. II.

Aberdeen Female Orphan Asylum.—Time Table.

A.M. 9	10	10½	11	11½	12	P.M. 12½	2	4½	Daily Division of Time. Hours.
	Writing and Arithmetic.	Prepare Lessons.	Scripture Lesson.	Reading, Spelling, and Questioning.	Grammar or Geography.	Tables and Mental Arithmetic.	Needlework or Knitting. 7	8	Engaged in the Dormitories . . 1 Family worship . . . . . ¼ Lessons and Writing . . . 3½ Needlework or Knitting . 2½ At Meals . . . . . 1 Recreation . . . . . 4½ Singing and other Devotional exercises . . . . . ½ Rest 14 10 24
									Rise at . . . . . 6½ Retire to bed 8½
									During the winter season, rise at 7 o'clock.

	Writing and Arithmetic.	Prepare Lessons.	Prepare Lesson.	Grammar or Geography.	Catechism and other Scripture Lessons.	Tables and Mental Arithmetic.	Singing and other devotional exercises.	Wednesday, half holiday.
								Friday, Repetition of the Lessons

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Appendix B.

Report on Milne's Free School, in the Town of Fochabers, in Elginshire. By Her Majesty's Inspector of Schools, John Gordon, Esq.

My Lords, *Edinburgh, December,* 1849.

The town of Fochabers, situate in the parish of Bellie, and at the eastern extremity of the county of Elgin, contains a population of about 1100. It is a burgh of barony, of which his Grace the Duke of Richmond and Lennox is the superior and feudal lord. The inhabitants consist chiefly of tradesmen, shop-keepers, agricultural and day labourers, and salmon fishers. At one extremity of the town, there is the new and elegant erection occupied by "Milne's Free School." It is in the Elizabethan style of architecture, and contains four class-rooms and apartments for the dwelling of the rector. The ground attached to it, and well enclosed, is two imperial acres in extent; and laid out in playground, garden for the rector, and ornamental lawn in front. The accommodation altogether is such as at once bespeaks the unusual advantages with which this institution has been favoured.

Among the rules laid down by the directors for their guidance, there is one that the seminary shall be "annually visited, examined, and reported on by an Inspector." In compliance with the request which they did me the honour to make, I lately visited and examined the school accordingly; the same office having already been performed, first by Professor Cruickshank, Inspector of Schools aided by the bequest of the late Dr. Milne of Bombay; and afterwards by Professor Menzies, Inspector of Schools aided by the Dick bequest.

The Milne Free School is endowed with a fund amounting to 16,415*l.*, of which 15,000*l.* is invested in heritable security—the whole amount yielding an annual produce of 680*l.*

The donor was Mr. Alexander Milne, a native of Fochabers, afterwards residing at New Orleans, in the State of Louisiana. By his last will and testament, dated 17 October, 1836, he bequeathed to the town of Fochabers 100,000 dollars, to be employed in "establishing and supporting a free school in Fochabers for the benefit of the parishes of Bellie and Ordiflish." The executors declined to make payment of the legacy; and in this they were supported by a decision of the Court of Probates at New Orleans. An appeal was then made to the Supreme Court of the State of Louisiana on behalf of the town of Fochabers, by his Grace the Duke of Richmond as the feudal lord, and by the Baron Bailie; which resulted in a reversal of the decision of the Court of Probates. The claim of the town of Fochabers to the whole amount of the legacy was confirmed; and against the month of January, 1848, the sums remitted to the parties who had acted with so much energy in the interest of the town of Fochabers, amounted to 21,715*l.* 8*s.* 5*d.* In the mean time, the same parties had procured by Act of Parliament 6 and 7 Victoria, July, 1843, a constitution for the intended seminary, which included the appointment and incorporation of the directors, and at the same time the definition of their powers. The directors thus appointed were the Duke of Richmond, as the feudal lord of the burgh; the Sheriff depute, or in his absence the Sheriff substitute, of the county of Elgin; the minister of the parish of Bellie; the Chamberlain of the Duke of Richmond; the Baron Bailie and three feuars of the town of Fochabers, to be elected in the manner appointed by the Act.

The building was completed in the month of October, 1846, the whole

cost of the erection as well as of furnishing and enclosures, amounting to no more than 4338*l.* In the following month, the institution was opened under three masters, and pupils admitted in terms of the provisions in the will of the testator and in the statute.

The number of children attending in the three divisions under masters at the time of my visit, was 230. Of these, the female pupils who have learnt to read are instructed in knitting, sewing, and other branches of female industry, by a mistress who receives from the bequest an allowance of 40*l.* a year in lieu of school wages. There is also a school in which children under six years of age are taught to read, and which is maintained by an allowance of the same amount from the bequest. This, though part of "Milne's Free Institution," occupies an apartment of another building, which stands at the entrance to the park of Gordon Castle. Moreover the Act authorizes the directors, in the event of the parish school being removed from the town to a more suitable situation, "to pay to the parish schoolmaster, out of the funds under their control, such a sum of money, not exceeding 40*l.* in any one year, as they shall think fit, subject to the condition that such parish school shall be a free school.' The parish school having been lately removed to Bogmuir, 4 miles distant from the town and about 1 mile from the northern extremity of the parish, where there is a considerable population, the directors accordingly appropriated to that school the sum of 40*l.* a-year, on the condition appointed by the Act;—in this, designing not merely to extend, so far, the benefits of free education, but also to relieve the institution at Fochabers from the inconvenience occasioned by the resort to it of many pupils from the landward part of the parish, of an age somewhat advanced, and unfit, from defective training, to be classed with the elder pupils at the Institution.* The total number of children in these several schools receiving free education from the bequest is about 500, forming a fifth part, or rather more, of the whole population of Bellie and Ordifish. So far the intention of the benevolent testator is in the course of being accomplished.

Pupils are admitted, at the same time, to both the Milne School and the parish school from other parishes; but they are not admitted free. The number of extra-parochial pupils at the Milne Schools is eight; the amount of fees received on their account, about 5*l.* per annum.

It is commonly supposed that instruction, when entirely gratuitous, is apt to be not much valued; but the notion does not appear to be supported by the experience of the Milne School. The late Rector, Mr. Anderson, observes that "the attendance at this seminary may in general terms be pronounced to be regular. In the higher departments it is almost perfect, as in these there rarely occurs a case of absence, unless arising from ill health or some other uncontrollable cause. In the lower departments, the number of absentees who cannot produce any sufficient excuse is considerable, although the percentage of absence is as low as in the best attended schools in the country."

The bequest was intended for the benefit of all children in the parish,—including those who are under no need to be relieved from the ordinary cost of education; as if the donor, by so large and indiscriminate a gift, had desired to mark his own sense of the equal value of education to all, and to encourage such a regard for it as might appear in his own substantial testimony to its importance. It is a less singular feature of the bequest, that it favours alike all religious denominations in the parish; nearly two thirds of all the children of the Milne Schools belonging to the

* The retirement of the parochial teacher having become desirable, this object was effected by the heritors permitting him to retain the legal salary, with allowances besides from the Duke of Richmond and from the trustees of the Dick bequest; while the services of a substitute were secured with the grant of 40*l.* above mentioned, and with further allowances from the Duke of Richmond and from the Dick fund.

Established and Free churches, and nearly one third to the Roman Catholic. The donor himself, it may be remarked, was of the latter connexion, and willing that his gift should have a really catholic application.

The late rector, in his report to the directors, observes "that there is always about 20 per cent., or one in every five of the whole population, receiving education in the parish" (where there are several schools besides those mentioned), "and that during the months of January and February the number rises to nearly 25 per cent., or one in four of the whole inhabitants of the parish." There can be no doubt that this unusual proportion of the population at school is mainly owing to the encouragements given by the bequest.

The bequest has been applied in as many forms as can be supposed requisite to complete the means of education for a parish. There are the infant school, the school of female industry, and the juvenile school, in three separate divisions. Even the less necessary school of industry for boys is not altogether unknown here, some approach to it being made in the lessons which the English master has occasionally given in the principles of agricultural chemistry. These have ceased for a time, but they are meant to be resumed; and they can be here given with every advantage, from competent skill on the teacher's part, and a sufficient apparatus at his command. One cause of the little progress that has been made in this branch of instruction elsewhere is, that it has been given to too young a class of pupils; whereas it had better been reserved for those about to leave school, and for other young persons already occupied in agricultural work. There is reason to expect that this branch will soon receive, here, the attention due to its practical uses, and at the same time to its interest merely as an element of knowledge.

Apart from its adjuncts afore mentioned, the Milne Institution in its three divisions forms one of those academies which occupy a place betwixt the parish schools and the universities, and of which there are too few in Scotland. Yet it takes this position, not so much from anything in the programme of its instruction, which is not found in schools of a lower class, as from the partition of the work of instruction among so many masters. The rector or head master's duty is to instruct in the Latin, Greek, and French languages; in mathematics, pure and practical; in the practical parts of natural philosophy; the outlines of astronomy; English composition and history. He has also a general superintendence of the other departments of the institution. The English master has assigned to him all the usual elementary branches; the commercial master, writing and arithmetic. The number of pupils instructed in each of these branches at the time referred to was as follows:—

Latin	17	English Grammar	80
Greek	4	Geography	160
French	8	Arithmetic	200
Mathematics	7		

Already the proportion of pupils under tuition in the higher branches exceeds what is common in the parish schools; and there is reason to expect it will soon increase, looking to the various circumstances that favour and even seem to necessitate a more considerable development of the institution.

The institution will not fail to profit, in particular, from such advantages as these:—1. The uncommon care which the directors, and more especially his Grace the Duke of Richmond, exercise in overseeing its concerns, and attending to all its interests; and their desire, which amounts to an ambition, that it should be nothing less than the model school of the district. 2. The competency of the masters to advance it to that distinction; for in knowledge and ability they are equal to the task; and they are men on whose best endeavours the directors deem that they

may safely rely, although, by the free constitution of the school, their recompense does not vary, in the usual way, according to the measure of their success. Even now the seminary, under such care and conduct, exhibits some points of excellence which promise highly for the future.

The first obvious appearance of good management is in the order, quiet, and attention maintained throughout the school. This is to be attributed mainly to the conduct of each master in his department; but, in part, also to the aid which he derives from the supervision of the rector, and from the employment of the pupil teachers, whose apprenticeship has been sanctioned by your Lordships; at the same time, the ample and spacious accommodation lends its usual facility to discipline.

In the commercial department arithmetic is well taught on the rational method; that is, with an intelligent and clear explanation of the principles. In the rector's, it is enough to say that one class has already attained to considerable proficiency in translating from English into Latin, and that the study of pure mathematics proceeds in a very promising manner. In the division for English reading, the exercises are such and so conducted as befits a school of the first class: the art of teaching to those who have been taught, but for nine months, becomes a secondary matter of attention; the real study is the narrative, description, discourse, or whatever it may be, that forms the subject of the reading lesson. Etymology, writing to dictation, writing of abstracts and short essays in English composition (the latter taught by the rector), are, of course, not wanting here. The religious instruction, under charge of the rector and the English master, is conducted in the most skilful manner, embracing, as usual, the principles of religion and sacred history, as well as very special expositions of the moral truths contained in the precepts, promises, and parables of Scripture. The text books employed for this purpose are, as usual, the Bible and Shorter Catechism for all; except for the Roman Catholic children, who do not choose to be instructed from the latter. In these and other respects, the Milne School, as yet only three years in operation, already exhibits a proficiency answerable to the great advantages it enjoys.

There can be no doubt that it belongs to schools of the rank to which this pertains, to exhibit a better method in their treatment of the elementary branches than is at all common in those elementary schools to which they may stand in the relation of a model or example. Without describing how these branches are taught in most elementary schools, it may be here noticed, in one or two instances, how it is desirable they should be taught. 1. The religious instruction might be divided with advantage into its several distinct parts, embracing the sacred history of the Old Testament, with its five or six great epochs distinguished; New Testament history, Christian doctrine, Christian morals, with special reference to the Commandments and to the parables and discourses of the Saviour. For the most part, all of these things are mixed together, and none of them in consequence are so well taught as they otherwise might be. If, but on one of those sections, the instruction were given in a very thorough manner, the result would perhaps, in any point of view, be preferable to an imperfect and confused notion of the whole: though it cannot be said that of itself any one of these would be sufficient. 2. *History*, as taught in most elementary schools, is only the history of England or Scotland; whereas, that even this may have its due significance, it is necessary there should be, at the same time, a very general view of other history besides, both ancient and modern. This general view there are good reasons for presenting first of all. At the same time, it is a matter of some moment to regulate aright the measure of attention due respectively to general history and to the history of the native country. On this point, there are some indications of opinion in the historical questions which your Lordships have directed to be proposed to candidates for certificate of merit.

In a course of history for elementary schools, it would argue no undue partiality, if as much time and attention were allowed to the history of the native country as to all the rest together. In like manner, the different parts of the subject claim more or less attention in an elementary course of *Geography*; and for much the same reason as in the case of history, the geography of the native country may and ought to be studied with the greatest degree of particularity. Next in the order of importance to the pupil is the quarter of the world to which the native country belongs; and all school books of geography declare the less interest in the other quarters by the less amount of information which they afford concerning them. Another portion of this study is the great globe itself in its most remarkable divisions of land and water: some general notions of which it is of manifest use to impart at the very threshold. It happens, however, in very many elementary schools that neither the proper order is observed in taking up these different portions of the subject, nor is that degree of attention bestowed which each of them respectively requires.

On these and other points of method the Milne School is fully competent to afford the best example; and on the whole it may be said to be even now in the course of fulfilling effectually all the purposes of the benevolent testator, and of profiting from the various advantages conferred upon it by the bequest and by the statute.

I have the honor to be, &c.,

JOHN GORDON.

To the Right Honorable the Lords of the Committee of Council on Education.

Report on the Sessional Schools of Edinburgh, Glasgow, Aberdeen, Dundee, and Perth. By the Rev. JOHN GORDON.

Edinburgh, November, 1849.

MY LORDS,

I HAVE the honor to present to your Lordships my Report on a class of schools commonly called Sessional schools, and so called from their connection with Kirk Sessions. The number of these inspected by me, and now to be referred to, is 50. Other schools of the same description, and in like manner attached to the Established Church, exist in Scotland; their total number is supposed to be about 100. The schools which I have now to notice, occur in Edinburgh, Glasgow, Aberdeen, Dundee, and Perth; the rest, whether in towns or elsewhere, are generally established in districts that have been formed into parishes, *quoad sacra*.

The schools of this class appear to have originated in views of two distinct kinds, which may be here noticed, as not without an influence still perceptible in determining the character of the schools to which they severally gave rise.

1. In the beginning of the year 1812, the Established Clergy of Edinburgh were induced, by some recent instances of startling depravity among the youth of the lower classes of that city, to inquire very closely into their moral condition. The

result of this inquiry disclosed that a considerable proportion of the young in these classes was entirely uneducated; and that the means of education, even if desired, were for many, in a considerable degree, wanting. Regarding this as the source, or among the sources of the evil which had emerged, the Clergy then united in the scheme of opening a school in each of the city parishes for the religious instruction of the children of the poor. This was a Sabbath school, and nothing more—the exercises, as usual, partly devotional—but, in great part, directed to instruction in the truths of religion, by the usual means of catechisms, not merely of doctrine and precept, but of sacred geography and history; and more especially by reading of the Holy Scriptures.

It was soon found, however, that many who resorted to these Sabbath schools were unable to read the Holy Scriptures; many both of the school age and beyond it; and that the design of giving religious instruction could not be carried out without first providing instruction of another kind. A daily school was then set on foot, to afford to the same class of children instruction in reading and the other parts of an elementary education; a single daily school supported by a general contribution, and open to pupils from all parts of the city,—each Kirk Session having the privilege of sending a certain number of children to be taught gratis. This school was placed in Market-street, of Tron Parish. It was the same, which soon became well known as the Sessional School of Edinburgh; the same, in which those remarkable improvements took their rise, in the mode of conducting elementary education, which have since been very generally adopted throughout Scotland, and which form what is called the explanatory or intellectual method of instruction.

A single school of this sort, however, was found to be insufficient for the work it proposed to accomplish; and not many years elapsed, till others were established for the same purposes, in connection with certain Kirk Sessions in Edinburgh, Glasgow, and elsewhere.

2. At a later period, this class of schools was considerably augmented, and upon views somewhat different from those that had led to their original institution. It was then proposed that the sessional school should afford a greater range of instruction than before, and receive pupils, as well from the industrious classes of the community, as from the indigent and idle; that it should not be so much, in any point of view, of the description of a charity; in short, that, in all respects, it should take a somewhat higher place among the seminaries of the country.

In this extension of its plan, perhaps some advantage was intended to the poorer class of children, by uniting them with others in the common exercises of the school; more probably, it was only meant to furnish to these others a necessary addi-

tion to the means of education which befitted them; but in some instances, it was supposed that the larger course of instruction, under proper guidance, could have no other effect than to profit, in any view of the matter, all classes of children without exception.

It was on this last consideration that the sessional school of St. George's parish was planned in 1823, not for children of the poorest, but for those of the working classes; and to give, at least, an opportunity to both, of instruction in something more than the merest elements. The seal of Cause and Charter of Erection of that school, dated January 1828, bears, that the children for whom it is intended "may be safely and beneficially entrusted with a much more liberal course of instruction than what the children of our population usually enjoy; and that, when all the knowledge they acquire is guided by the authority, and sanctified by the influence of the Gospel, then the more knowledge that can be infused into them, the better will it be for elevating the tone of their dispositions, and securing the improvement of their character." Other schools of the sessional kind, it is believed, were designed upon exactly the same views; and in all such cases, it was apparently intended to assimilate, as far as possible, the Sessional to the parochial schools of the national establishment.

The Sessional schools, indeed, were commonly established in such places, and under such circumstances, as might readily suggest the fitness of conforming them in the points just noticed, to the model of the parochial. These circumstances are noticed as follows, in a memorial addressed to your Lordships, in 1848, by the General Assembly's Education Committee:—

"The result of the enactments of 1696 and 1803 has been, that every parish in Scotland, either wholly or in part landward, enjoys an endowed school; while the Burgh parishes have been left to find the means of education for themselves, that is, the teachers have proceeded on their own adventure, depending for their emolument entirely on the wages which their pupils might happen to afford. Some, indeed, are aided by allowance from the public funds of the Burgh, or by chance endowment from other sources. But the number of such cases is small in proportion to the number of schools within the Burgh; it is not equal to the number of Burgh parishes; it is disproportionate in an uncommon degree to the amount of the Burgh population. This sort of provision is merely accidental, and generally of precarious continuance; it is not secured in the same effectual manner as that which has been provided for the Landward parishes.

"How far it was fit that the town parishes should be excepted from the provisions of the later Act, may appear from their present state, in respect to the education of the lower classes. It is known that a large proportion of these receive much less of the benefits of school than the rural population throughout Scotland; nay, that they have little or no advantage, in this respect, over the poor in the remotest districts of the Highlands and Islands. At the same time, if instruction may be supposed more necessary in one place than another, there are obvious grounds for the strongest claims to it on the part of the lower population of the towns. The Committee are warranted in stating, that many thousands of children there are suffered to grow up without any instruction

deserving of the name, and with a very short irregular attendance at school—if, indeed, they attend at all from one term of the school age to the other. How is this to be accounted for? Perhaps by the fact that there is no school at hand, because no teacher finds encouragement to establish one; more probably, there is a school which is maintained exclusively upon fees; but to defray these is beyond the ability of the poor; and the teacher can neither be required nor expected to dispense with them. Even when there are schools within reach, and these not neglected, the provisions for education in such localities is often seen to be extremely defective. Better schools are called for than such as can be had without endowment, and this is not to give an instruction transcending the real needs of this class of people, but to give that which they do need more effectually; to attract individuals otherwise indifferent, by the spirit with which they are conducted; and if the time of attendance must be short, to make it profitable to the acquirement of as much knowledge as possible. The efforts of many of the town parishes, especially of the *quoad sacra* divisions, to provide themselves with improved schools for these purposes are, at this time, exhibited in a very interesting manner: They participate in the zeal which prevails throughout the country for the advancement of education; they have felt the necessity of having it more effectually applied among themselves; and to supersede a variety of small schools that have sprung up, and are found almost useless for their purposes, they have established one of greater pretensions."

It was here intimated that congregational or sessional schools had arisen to supply the place of those which the National Establishment did not afford to the Burgh and *quoad sacra* parishes, apparently because the same necessity which gave rise to the separation of the district into a parish *quoad sacra*, called for the establishment of a parochial school within the bounds of that parish.

The parish school was here regarded as a proper and necessary part of the ecclesiastical economy of each parish, whether civil or only *quoad sacra;* and upon the same notion, the General Assembly of 1838 approved of the Declaration of its Committee for Church Extension,—"That the two measures of Church Extension and School Extension should be made to keep full and equal pace with each other."

By the exertions of that Committee, the *quoad sacra* erections were, in the course of a few years, very much increased throughout Scotland; while the increase of churches became the occasion of a large addition to the number of schools, which, under the name of Sessional, made the nearest approach possible in the circumstances, to those of the National Establishment.

It appears, then, that one class of these schools was intended, from the first, for the plainest elementary instruction of the children of the poor; another, for the ampler and more liberal instruction of all who, from any part of the population, might be induced to resort to them; and this distinction is still observable among such of the schools referred to as I have now the honour to bring under the notice of your Lordships.

If they are few, I suppose them to be still deserving of attention, not merely for what marks them as a distinct class, but also for their merit in those things which they have in

common with parochial and other schools throughout the country. They are a distinct class in respect of their constitution and the sources from which they derive their means of support; they are not distinct, in respect of the quality or range of the instruction which they afford. It is now proposed to describe their constitution and resources, and to state how far they appear to succeed in imparting the good and useful knowledge which they profess to give.

Constitution.—The sessional schools were established by the same Kirk Sessions, or Church Congregations, with which they are respectively connected, and the office of these parties may be defined as follows,—to elect the master; to fix the conditions of his appointment; to provide the required accommodations; to supply occasionally school books, and other things necessary to the poorer children; to regulate in some points the management of the school; to attend to its interests, and contribute towards its support; and to exercise a general superintendence over its concerns. This is the varied duty of the Kirk Session, or of the Congregational Committee, in relation to all the schools now referred to, and it is never performed in all or any of its parts but to their manifest advantage. I remark—

1. That this superintendence is, in some respects closest, most constant, and most effective in regard to female schools,—a description of school which being generally new, and under female charge, most requires to be so assisted, and in which the instruction being either wholly or in part industrial, the supply or disposal of the material of the work gives occasion to an active interest on the part of the ladies who superintend. In some schools of this class, as in those of St. Stephen's and Newington, Edinburgh, St. Mathew's and St. Andrew's, Glasgow, one or more of those who undertake this charge visit daily; and, at the last mentioned, it is usual for each member of the Committee, by turns, to assist in teaching, some time daily, for the period of one week. A superintending committee of ladies is essential to the success of all schools of this class: it is wanting, in the meantime, to one or two of those now referred to.

The other schools, conducted by masters, and attended by children of both sexes, are seldom so well superintended; they are seldom, at least, so often visited, unless it be by the minister of the parish. In those cases in which this service is best performed, each member of the Kirk Session, or of the Congregational Committee, in turn, has the school under his more special care for a period perhaps of one month; the children of the poorer people in the parish are by them sought out and sent to school; relief from the usual charges for

instruction is given, where needed; regular attendance is enforced; and the teacher is freed from all trouble and concern in collecting from the pupils the usual dues which form part of his emolument.

If superintendence to this extent be wanting to some Sessional schools, it is not to be forgotten that it is unknown to a large proportion of other schools throughout the country. This must be regretted,—for the school is never so countenanced and aided without the good consequences of instant encouragement to the teacher, a greater interest in education among the families of the district, and the privilege to those who superintend of entertaining, for their own advantage, an impersonal interest in what relates to the good of the whole neighbourhood with which they are connected. Such local superintendence, to some extent, is recognised and even required by some parts of the plan, on which schools are aided from the funds administered by your Lordships.

2. It is farther observed in the constitution of this class of schools, that the appointment of the teachers is always held during the pleasure of the Kirk Session, or of the Congregational Committee.

It seldom happens, indeed, that the appointment of a teacher is held during life, unless where the school has the benefit of a permanent endowment; because, in general, where that security for the permanence of the school is wanting, an appointment on that footing is neither so much desired on the one part, nor can it be so conveniently warranted on the other. Accordingly, these schools seldom remain many years under charge of the same teachers.

Of the whole 31 schools under male teachers, it is observed that only 15 have been held for a longer period than two years, and only six for more than five years, by their present masters.

This frequent change of masters, there is reason to believe, proceeds mainly, if not entirely, from the inclination of the masters themselves. It will appear, from what follows, that the emolument from many of these schools is not such as ensure their remaining long under the same charge. At the same time, from their situation in the large towns, they are apt to be occupied by young men whose views are not limited to the schoolmaster's profession, and who find in these schools a convenient position to pursue at the University the studies that qualify them to take licence from the Church. But whether that be their aspiration or not, their advantages from University education are such as to recommend them readily to a higher class of schools elsewhere.

It appears, accordingly, that these schools are occupied by a greater proportion of teachers so educated than is common

to the rest of the class of unendowed schools to which they belong. Of the 31 male teachers, 21 are either now pursuing their studies at an University, or they have done so at a former period.

These facts are stated here, as they are assuredly connected with that frequent change of masters, which is favoured, at the same time, by the proper constitution of the schools.

Resources.—The schools now referred to are maintained by the two usual modes of recompense to the teachers, by salary and school-fees, both of which are provided in each case, with only these exceptions, that four schools are dependent solely upon salary, and four solely upon school-fees. The school-fee, however, always forms a part of the means on which the schools are maintained, unless when this is rendered impracticable by the extreme poverty of the people.

1. The salary is commonly derived from the Kirk Session; the fund from which it is supplied arising either from church collections made for general purposes, or from a special collection for the benefit of the schools of the parish. The extensive parish of the West Church in Edinburgh supports three sessional schools, in connection with so many *quoad sacra* churches. The total amount expended in salaries of the 31 masters, by the Kirk Sessions, is upwards of 700*l.* a-year. But sometimes the salary comes either wholly or in part from other sources. The Town Council of Dundee contributes in that form 20*l.* a-year to the General Sessional School of that city. Five of the schools of this class in Edinburgh and Glasgow are benefited in the same way, to an amount varying in each case from 30*l.* to 40*l.* a-year, from endowments bequeathed by the late Dr. Andrew Bell of Madras, and administered by the respective Town Councils.* Sometimes, as in the parish of Gorbals, the salary, though of fixed amount, is given as an equivalent for the fees from which a certain number of poor children are exempted. Sometimes the teacher receives a stated amount of remuneration, which includes both salary and fees; all concern in regard to uplifting of the latter being undertaken, as before noticed, by the Kirk Session or Congregational Committee. These varieties of management are determined rather more by the difference of circumstances, than by any difference of opinion upon the best mode in which matters of the kind ought to be administered.

2. The poor who cannot afford the expense of education may always find in these schools, as in most others throughout Scotland, education for their children without expense; and this

* This benevolent person bequeathed the sum of 50,000*l.* for purposes of education in Edinburgh, Leith, Glasgow, Aberdeen, and Inverness, to be appropriated to these towns in equal portions, for educational purposes.

benefit they may have, either from the liberality of the teachers or from that of other parties interested in their behalf. The Mylne Bequest affords a sum of 20*l.* a-year to each of two Sessional school teachers in Aberdeen, for the instruction of 25 poor children. One teacher in the same city receives 10*l.* for the same purpose from the Murtle Charity. The parochial Board of South Leith pays at the rate of 3*s.* a-week for all the children of the Sessional school of that parish; the amount so paid for the last year exceeding 80*l.* Several of the Kirk Sessions, as that of St. Andrew's in Glasgow, in addition to a grant of salary, provide in the same manner for the education of pauper children. In all of these cases, the gift is not merely one of charity, but is intended also for the general good of the school, by furnishing such a recompense to the master as may ensure at once his own comfort and the suitable instruction of all the children.

The income of the male teachers from both sources of salary and school-fees may be stated as follows:—

Number whose income is under	30*l.* a-year	2
,, Betwixt	30*l.* and 40*l.*	2
,, ,,	40*l.* and 50*l.*	4
,, ,,	50*l.* and 60*l.*	4
,, ,,	60*l.* and 70*l.*	2
,, ,,	70*l.* and 80*l.*	6
,,	Above 80*l.*	11

It does not appear that any of these teachers derive emolument from any other office or occupation than that of schoolmaster. One cause of their frequent removal is now apparent, in the insufficient requital of the services of many; and it need not be remarked, in how many ways the frequent change of masters injures the school,—as by interrupting the course of instruction, or disturbing it by new plans, rendering the attendance irregular, and permitting a portion of the pupils to be diverted to other schools not liable perhaps to the same disadvantage, but yet not sufficient to supersede those which are thus rendered less useful.

Here then is a class of schools that present a strong claim to aid, under your Lordships' Minutes of 1846. They are frequented, in some cases, by children of the very lowest orders; most of them are kept up with difficulty; and none of them can be wanted. At the same time, there are not many of their number which would be unable to fulfil the usual conditions attached by your Lordships' rules to the augmentation of salary. The masters are, in general, better educated than masters usually are in schools of the same rank; the salary from private sources has, in many cases, already been provided; the school-fee is of as great amount as the circumstances admit, and some have been supplied with all the requisite accommodation.

In respect of accommodation, the condition of the 31 schools under masters is as follows: dwelling-houses have been provided at the expense of the patrons or directors for not more than three of their number; the rest are left to supply themselves in this respect at their own expense. The school-rooms are the property of the school, except in one or two instances in which rents are paid by the directors. Some of the school-houses were built with aid from the Treasury, or from the Committee of Council. One building, comprising seven apartments, both for the school and for the teacher's residence, was erected in St. Andrew's parish, Edinburgh, with the fund amounting to 1000*l.* bequeathed to that school by the late Mr. Alexander Maclean of Edinburgh. A few of the school-rooms may be reported as of insufficient dimensions; and several besides, as imperfectly lighted or ventilated; one of these occupying a situation in a neighbourhood so unwholesome, that the sick-list of that school very far exceeds the usual proportion. In town districts the school-room, for obvious reasons, ought to be unusually large, and well fitted, both from its position and from its structure, to secure a free circulation of air; and such in truth it is, for all the schools now under review, with the exceptions here referred to.

Attendance.—Most of the sessional schools are exposed to competition with others in their immediate neighbourhood; but none of them are so little frequented as not to have abundant opportunity of being useful. In respect of the amount of attendance, they may be classified as follows:—

Total number attending at the time of inspection, in schools under masters 31, 4300.		
Number of schools in which pupils under	50	2
,, ,,	Betwixt 50 and 100	10
,, ,,	,, 100 and 150	9
,, ,,	,, 150 and 200	5
,, ,,	Upwards of 200	5
		31

These schools are open to children from any place within their range, and not exclusively to children of the parish, except, indeed, the school of South Leith, which is maintained by the parochial Board, for the benefit only of the pauper children of that parish. In some cases, this distinction is observed, betwixt the parochial and the extra-parochial pupils; that when poor, the former receive instruction gratis, but not the latter. Some of the schools, as before mentioned, are designed for children from all classes of the population; others, exclusively for the children of the poor. Of the last, some, like that of Gorbals, receive only children who are orphan of one or of both parents. It is not required, however, in any

instance, that pupils or their parents shall belong to any certain religious denomination; exclusion upon that score being here, as throughout Scotland, altogether unknown.

The attendance has not been so considerable, without some efforts to promote it on the part of those who superintend; and this part of their duty is performed in various ways. 1. As already noticed, free instruction is provided for all whom the usual charges might prevent from seeking it. In one school, free instruction is given only in the single branch of English history; but apparently, because the farther progress after that beginning is not supposed to require the same encouragement. 2. In many cases, the teacher demands a strict account of the causes of absence whensoever it occurs. The Seal of Cause and Charter of Erection of the St. George's School, before referred to, bears—

"That the teacher shall frequently visit the families from which the children come, in order to ascertain their disposition and behaviour; to find out the true causes of their absence from school; to inquire after them when they are sick; to learn what application they give to their school exercises in private; in short, all the particulars which may enable the teacher to suit his admonitions to the peculiar temper, habits, and circumstances of the children."

This good rule, with others of the same character, was laid down by the minister of St. George's parish, the late Rev. Dr. Andrew Thomson. How far it is still observed, after the lapse of more than 20 years, will appear from the following statement given by the master of the school:—

"Since my appointment, I have made it an important part of my duty, in conformity with the fifth rule of the founder of this institution, to spend as much of my leisure time as I possibly can in visiting the parents of the scholars. I have found the practice of great importance, not only for ascertaining what attention the scholars pay to their lessons at home; how they behave to their parents; what company they keep, &c., but also as a means of gaining the co-operation of the parents. When they fully know me, I find that I have more influence over them in getting their children to learn the prescribed lessons at home, and in sending them tidily, regularly and early to school, than I otherwise could have. In short, I have found the system of visiting of such importance, that I would make a great sacrifice, both of time and trouble, rather than give it up."

3. The exaction of school wages is so strictly conducted by some teachers, as to be made conducive to the habit of regular attendance; that end, (and none of a more private nature) being very clearly the principle of their practice in this particular. 4. The families of the district are occasionally visited by some of the school directors or by the minister or missionary of the parish; and no instance of a neglect of education for the children passes unremarked. In this pious office, the ladies who superintend the female schools are chiefly distinguished, and their influence in this way is felt upon the male as well as upon the female schools. 5. There is a class of children with whom no inducement to go to school is found to prevail, *except the offer* to furnish them with food, if they

choose to receive it at the school; the school under this necessity becoming a house of alms, as well as a seminary of education. In other words, some of these schools are of the description called Ragged schools; they are two in number, and shall be noticed in the sequel.

In regard to the general duration of attendance, no very exact information can be obtained, because, in too many cases, the master has himself been but a short time in office, and the school records are seldom very explicit on the point. The period of attendance varies, of course, in different schools, according to the class of children by which they are frequented; but without the least risk of exceeding the truth in this matter, it may be said, that of the whole 4,300 children attending these schools, not one-fifth part are more than ten years of age, nor one-sixth part more that 12; while the first entrance to the school generally takes place in their fifth or sixth year.

This short period of attendance, if well improved and not interrupted, might suffice to give as much knowledge as is usually claimed for the young in those classes of society from which these schools are chiefly supplied; but it is another thing, and not beyond the province of the school, to mould the entire character of the pupil, and to form those habits, industrial, moral, and intellectual, which are more useful than knowledge. This is, beyond comparison, a more tedious and more difficult art than the art of instructing; and to succeed in it, the necessity is still greater that the school period should be extended beyond the tenth year, and continued from the first to the last without intermission.

Organization.—As usual, three distinct modes of occupation are provided for the pupils while assembled in the school; they are occupied in delivering, in receiving, or in preparing the appointed lesson; but the portion of time employed in each of these ways varies considerably in different schools.

In some, probably not more than a sixth part of the number, there is no unaided preparation of tasks during school hours; the pupil is throughout under the direct tuition of the teacher or his assistants; and it is only when at home that he is left to his own endeavours in mastering any portion of his task. In all the rest, the pupil is resigned to his own industry during some part of the school hours.

In extreme instances of the latter case, it is remarked that the children are generally from a very humble, needy class of people, and nearly all under nine or ten years of age; the branches taught are few; the teacher has no assistant; and the use of monitors is prevented by the youth and the irregular attendance of all that belong to the school. Those that are *not* under lesson from the master are simply expected to be

occupied as they choose; or they are known to be wholly unoccupied, and permitted to be so, upon the notion, either that this cannot be helped, or that their presence is not altogether fruitless, if only it habituates to the feeling of being under rule, and to occasional acts of obedience. In such cases, it appears that the school is organized for no other end than to bring the children together during certain hours daily, and to subject them daily to a few lessons from the master.

In cases of the opposite description, all the children are either receiving or delivering lessons, under one or other of these arrangements. 1. Monitors are employed, in most cases, either to give the simpler kinds of instruction, or merely to maintain order, quiet, and attention. 2. In one school, that of St. George's, Edinburgh, two of the advanced pupils have been apprenticed to the master, with the sanction of the Directors; and it is deserving of remark, that apprenticeships have been usual in this school from its commencement, 20 years ago, that is, from a time when school apprenticeships were scarcely known in Scotland. 3. Assistant teachers, appointed and paid by the masters, are employed in seven schools. 4. One large school is placed under two co-ordinate masters; the one having charge of a division which includes all the children under eight years of age, the other receiving in his department all above that age. This arrangement, devised by the late Dr. Chalmers, for St. John's parish school, Glasgow, is attended with great advantage. 5. Female schools are frequently attached to those of the sessional class, and this by way of relief to the latter, in withdrawing from it a portion of the pupils, as well as to give those branches of female industry which the latter does not afford. The female schools which have been apparently intended to serve both purposes are twelve in number; but there are a few besides, of the same denomination, which afford no literary instruction, and confine themselves entirely to the usual arts of female industry. 6. Sometimes the very young, or infant class of children, form a separate division of the school, generally placed under charge of a mistress; an arrangement which occurs in no more than three instances. It is remarked that the sessional school combines all these three varieties, mixed, female, and infant, under different teachers, in two instances; of which the most remarkable for the completeness of its arrangements is that of St. Stephen's, Edinburgh. Now all of these modes of conducting the business of the school are intended not exclusively, but in some degree, to secure the result that all the children may be as much as possible, under actual tuition during all the time they are assembled in the school.

The considerable number of schools exclusively for females implies so far the recognition of sex as one principle of clas-

sification; and the mixed schools sometimes acknowledge the same thing in the rule, that when male and female are united in one class, they are still made to form distinct divisions of that class, and to occupy distinct portions of the class-room. This order, which there appears a tendency of late to adopt more generally throughout Scotland, is observed in most of the schools now under review; and in none is it practised with any sort of disadvantage or inconvenience.

But the far more common principle of classification is a certain equality of progress, not necessary to be very closely observed; but such, in the main, as to admit the free play of emulation throughout the body of the class. In one instance, the principle of equal, or nearly equal progress has been discarded, upon a notion which has been thus explained by the master, that "by unequal associations you do more through the force of sympathy and intercourse to advance the less proficient, than could be done by a rivalry upon terms more nearly equal." It is unnecessary to say that this position is not supported by the results. In all other cases of unequal classification, the teacher merely supposes that time does not permit his attention to many classes; but the better explanation is, that the instruction being extremely superficial is nearly as well suited to the least as to the most advanced; or perhaps that the thing is inevitable from the want of a graduated series of books.

It happens far more commonly that unequal progress is admitted only in the classes for certain branches; while in the same schools it is not admitted, but carefully rejected in all other branches. There is often, for example, but a single class or geography in a large school; which class embraces nearly all the pupils, and yet with little inconvenience or inexpediency, by reason of the inconsecutive nature of the whole subject matter of that branch, as it is usually taught; any part of the subject so taught being equally fit to be addressed to children at any stage of progress. Sometimes, also, the classes for religious instruction are unusually large and unequal in their composition; either because the instruction does not proceed beyond the elementary truths, or because when it does proceed further, a frequent recurrence to these is considered a very profitable exercise even for the most advanced.

The same expectation of advantage from the return to past lessons appears in another practice which is found in some schools, that of occasionally uniting several classes, which at other times are kept distinct, for the revisal together of the religious knowledge they had acquired apart; a good expedient, and profitable in the distrust which it implies of the permanence of recollections not many times renewed.

It is remarkable that these occasional unions scarcely ever

take place in the teaching of any branch but that of religion; and yet there is no reason to think that, with reference to others, they might not be of equal benefit. To revise often, and to revise under the view, and subject to the correction of younger fellows in the school, is always an important point of school discipline.

It must be added, that there are probably a fourth part of these schools, in which no classification takes place either for writing or arithmetic; and yet it would not be easy to recal a single instance in which the latter branch has been found even tolerably well taugt, othherwise than in classes.

In connection with the point of organization, it may be noticed that the supply of school requisites is not always sufficient. In many instances, the poorer children are liberally supplied with books at the expense of the Kirk Sessions; but in a few, the most necessary books are still wanting to many. Libraries have been formed in connection with 11 of these schools; that of St. Stephen's, in Edinburgh, consisting of 2000 volumes, singularly well chosen, and great part of them in constant use. The school of St. George's, in Edinburgh, stands alone in possessing a museum of natural history and antiquities, containing a considerable variety of specimens much employed in illustration of the reading lessons. Most of the schools are indebted to the Kirk Sessions, or Congregational Committees, for a sufficient supply of maps, lesson boards, and black boards.

Instruction.—The original sessional school, as already said, was the first to exhibit a full development of the method called the explanatory or intellectual. It became in consequence, though without any express designation to that purpose, a sort of model or normal school, and was more or less imitated pretty generally over Scotland, and not least in that class of schools which bears the same denomination. A full Account of that method, as practised in the original sessional school, has been published; and, assuming this to be as deserving of general imitation as the fact of its being so generally imitated would seem to indicate, it may not be amiss to notice here how far the method appears to have been realized in the schools now referred to. These, however, as already mentioned, are of two distinct classes, which cannot be supposed to realize, in the same degree, whatever is excellent in the original school.

1. One is designed for "instruction of the children of the lower orders in the arts of reading, writing, and arithmetic." The number answering to that description is not more than eight; but if such may be added as are not exclusively for children of the lower orders, and at the same time carry the instruction a degree farther, the number may amount to 18.

It is among the schools of this class, that the period of attendance is found in one instance not to exceed 12 months; that the resort of pupils has to be secured by the offer of food; that monitors are wanting, because all are too young to be so employed; that some very necessary parts of instruction are neglected from the scarcity of books; that not one child in seven is taught to write, nor one in 25 instructed in the first rules of arithmetic. All of these circumstances bespeak a very humble, needy, and destitute class of children.

2. The schools intended for the children of all classes are formed, as already said, more after the model of the parochial; of which description there are 13 of the whole number under male teachers; in the subjects and character of the instruction which they afford, these are closely assimilated to the type of the parochial. In some, the higher branches, as Latin, mathematics and drawing, are skilfully taught to a fair proportion of the pupils; and in these, it never has been observed, that there is less care or less success in their treatment of the lower. This is the more remarkable, as the opposite case is not uncommon, of a school that affords the inferior kinds of instruction in the best manner, but fails when circumstances call upon the master to attempt the higher, for which he has not been equally prepared.

It is not to be expected, that two classes of schools so distinguished, should equally realize what they may have sought to imitate in the methods of the original sessional school.

In the published account of the Edinburgh Sessional School, the object of the explanatory method is described as three-fold, "1. To render more easy and pleasing the acquisition of the mechanical art of reading. 2. To turn to advantage the particular instruction contained in every individual passage which is read; and 3. To give the pupils by means of a minute analysis of each passage, a general command of his own language." But the essence of the whole method is "to make the pupil understand (as much as possible) what he is doing, no less than to exact from him its performance; familiarly to illustrate, and copiously to exemplify the principle, no less than to hear him repeat the words of a rule;" for thus, it is supposed, the other objects are secured; the task of teaching becomes pleasant, and a general knowledge of the language is obtained. It is remarkable, that this method is employed in all the schools now under notice, the humblest not excepted; and this on some, if not on all the branches that are taught.

It is always employed, to some extent, upon the reading-lesson, where it is variously directed to the signification or derivation of words; the import of sentences, or of the entire lesson; or to such particulars of knowledge as the lesson does not express, but may happen to suggest. All of these modes

were fully exemplified upon the reading-lesson in the first sessional school, and most of them are employed in the schools now under review; but to most advantage, in those of St. George's, Edinburgh, St. John's, St. James', and St. Enoch's, Glasgow.

It is employed, also, to some extent in instruction upon the truths of religion and Scripture History in nearly all of the schools under masters; and in the same ways in which it is applied to instruction in reading, exepting that there appears a general consent to waive on this subject, every lesson of a description purely etymological or grammatical. The common text book of religious instruction is the Bible, which is everywhere read daily; and there is scarcely an instance in which the Bible lesson is unaccompanied with some manner of explanation. The fruits of this method are seen very pleasingly in such instances as these. In St. David's, Glasgow, the more advanced pupils give, in their own words, a full account, weekly, of certain Scripture Characters. In St. George's, Edinburgh, the Parables are a special subject of attention to a large portion of the school who are not more familiar with the circumstances of the narrative, than with its moral, and with the corroborations it receives from other parts of scripture. In St. Stephen's, the religious instruction is excellent throughout. In St. John's, Glasgow, it is usual to present certain portions of Scripture History to be studied for a certain length of time, and the result is such an accurate and full knowledge as, even when the range is limited, forms a very valuable gift of instruction; six months had been thus occupied with the Books of Samuel, and the Gospel of St. Mark. In the same thorough manner, the History of the Kings of Israel was taught in the school of Chalmer's Parish, Glasgow,—the moral always indicated with remarkable intelligence and often engrossing more interest than the events of the story. The reverse of this is the more common case; and the instances now mentioned are the more observable, as they are at variance with the common custom of spreading the instruction over too large a field, so as to prevent every chance of its being either well received or long remembered.

The Shorter Catechism universally used in these schools is sometimes taught, without explanation; but, in general, the teacher either explains from his own conception of the matter, or employs some explanatory book. In the latter case, there is certainly a tendency to depend too much on that aid, so as to prevent that action of the teacher's own mind upon the subject matter, which is the occasion at once of the requisite tact and spirit in conducting the instruction, and of success in the result. But if the Explanatory Catechism is to be used only moderately by the teacher, still more it should be so used by the pupil; whereas, *the reverse is too* frequently the case,—the Explana-

tory book being committed to memory in precisely the same unintelligent manner which it was meant to correct, when the lesson was confined to the original catechism itself.

There is none, perhaps, of all the usual subjects of instruction that affords the same abundant opportunity for employing the explanatory method as that of Religious Knowledge; none, that, in the teaching of it, more requires to be so treated. In this respect the young at school must be largely aided by the master, whether the lesson be in history, prophecy, type, precept, or doctrine, each of which, to be understood as children can understand, behove to be presented with some degree of illustration; but combined, as they are, in forming one body of the most important truth, their mutual bearings become a distinct subject that requires still more to be explained.

English *grammar* was taught in the first sessional school, upon a peculiar application of the explanatory method, no abstract rules being given until the pupil had acquired a considerable knowledge of the parts of speech and the rules of syntax, and this by being taught to distinguish the instances of both as they occurred in the common lessons of English reading. Books of grammar were not used. It is recorded that by this method of "illustration from the passages that happened to be read, the children became acquainted, not only with the fundamental principles, but even the subtleties of their own language."

This practice has not been exactly followed in any of these schools; in most of them, the very first lessons in this branch are taken from books of grammar; and the progress is not from the example to the rule, but from the rule to the example. To what extent this study proceeds may be gathered from these particulars. In eight schools, it goes no further than to simple parsing of the sentences set down for that purpose in the grammar text-book; in nine, it extends to simple parsing in the class-book for exercise in English reading; in 11, it advances to syntactical parsing; in four, to practice in English composition. It may be added, that there are very few schools in which lessons are not given at the same time in those parts of etymology that relate to the derivation and composition of words, a sort of instruction sometimes given prematurely, and in schools where it was not to have been expected from the little progress that has been made in other branches far more elementary.

The first experiment of the explanatory mode was made upon the teaching of *arithmetic*, and seems to have been suggested by the frequency of an unintelligent progress in that branch. Arithmetic is taught with admirable skill, and to a great extent, in the schools of St. George's, Edinburgh; St. James's, St. John's, St. Enoch's Chalmers, Glasgow. In eight schools it is taught simply by rule, little if at all explained,

without classification, to a very small extent, and from the first step to the last imperfectly.

The original sessional school was the first to introduce some lessons in *geography* into the course of elementary instruction, and could not avoid doing so, according to the principle of teaching the pupil to know something of whatever might occur in the reading-lesson. In all the schools, some instruction is given in, at least the elements of this branch; in some with the use of maps only; in most, with the use of text-books besides; in two instances with text-books only, so that names of places, boundaries of countries, and other particulars, are learnt by rote, the conception totally unaided by any sensible representation. On this subject the proper explanatory method has but little room to be employed until the course advances beyond the elements, and the matter becomes historical, physical, or mathematical. All these sorts of geography receive considerable attention in the better schools of Glasgow, already named; and in St. George's, Edinburgh, where the practice of drawing from recollection the outlines of countries on the black-board, or on paper, is frequent and familiar to the advanced pupils.

On all the subjects mentioned, the explanation is supplied either from the intelligence of the master or from some approved text-book prepared for the purpose. The explanatory text-book, however, is rather discountenanced by the spirit of the method in question, which plainly leaves to the teacher to draw much from his own resources; and perhaps it is from the same reliance on what the teacher himself can and ought to do, that a text-book of the explanatory kind scarcely exists on some of the subjects mentioned. If in the best taught schools, for example, there is sometimes found a good knowledge of the mathematical principles of arithmetic, this appears to have been derived not so much from any lesson-book as from the skilful teaching of the master; who is in general the preferable instructor.

When the master takes into his own hand the whole task of explanation, he might proceed, in the way of speculative teaching, by continuous exposition; but in schools of the rank of those referred to, that mode would be unsuitable. It is more usual to require the pupil to produce his knowledge in return to specific questions, and to correct, improve, and enlarge the knowledge so produced by further question and remark combined, a process so common that the entire method is quite as well known by the name of the *interrogatory* as by any other. But while the master takes the task of interrogation to himself, it may again be observed here by what instruments he occasionally performs it. 1. Assistants, apprentices, and monitors, are employed to the extent already mentioned. 2. The ordinary pupils, as they stand together in a

class, are used to question each other on such things as they are supposed to know, a practice that brings the pupil under some peculiar motives to excel, and well exemplified in a considerable number of the schools. All of these are agents, under the master's notice, of the method apparently paradoxical of communicating knowledge by demanding some account of it, such an account as presumes it to be already in some sort possessed.

Another mode of the interrogatory method is employed in the best of these schools, and with the more advanced of the pupils, that of requiring a written account of what has formed the subject of a reading-lesson, and this by way of testing at once their recollection and their own manner of conceiving it, and at the same time instructing them in the use of language. This exercise is well exemplified in most of the schools already named; in St. John's, Chalmers-street, Glasgow, the ingenious master, observing that he has found it to be "of much service by showing to him the particular bent of each pupil's mind, in the kind or description of the facts or notions that seem to have made the most impression upon it."

The original Sessional school professed to give knowledge rather as a means of culture than as an acquisition useful in itself, and to aim more directly than usual at the cultivation of the faculties; "the youngest pupil was regarded not as an irrational animal that might be driven, but as an intellectual being who may be led, endowed not merely with sensation and memory, but with perception, judgment, conscience, affections, and passions." The object accordingly was rather "to exercise the powers and activity of the mind than to enlarge its possessions."

Another notion is, that the business of a school is simply to impart knowledge; and if this could be done in such a manner as to leave the mind entirely passive, so much the more perfection the art of tuition would be supposed to have attained.

In practice, however, both systems are always combined. For the discipline of the faculties is only possible by their exercise in the acquirement of knowledge; and the acquirement of knowledge, if it be real and not delusive, is only possible by a disciplined exercise of the faculties. Perhaps, however, neither the one system nor the other comes very prominently to view, unless when carried to excess. Some of the aspects under which this excess appears, it may not be improper to remark:—

1. When the object is simply to impart knowledge, it is apt to be imparted in too hasty and summary a manner, and without that attention to the proper steps of progress, which is more readily given when the direct object is to exercise and to train the understanding.

In such cases, the stage of progress at which a pupil may be found is no sure indication of his knowledge. It may be, that he can solve questions in decimal and fractional arithmetic without knowing what either decimal or fraction is, and, perhaps, while unacquainted with the principles of notation. The rules of concord and government are not always familiar to those who can trace the derivation of words to various languages. Ancient geography and Roman antiquities are not always reserved for those who have mastered the Latin rudiments. Sometimes, on this system, the subject of instruction is greatly in advance of the pupil's years, as in lessons upon the distinction of genera and species, national manners, forms of government, treaties, and similar matters. All this is partly from ambition on the teacher's part, but also because he does not charge himself to see that the understanding of the pupil is well exercised, or the matter of his lessons well understood; and it is always to be observed that, if by this sort of instruction "the powers and activity of the mind" have not been much exercised, there is but little compensation in the value or quantity of the knowledge that has been thus obtained.

Yet it cannot be said, that the knowledge which is so limited to detached facts and to conclusions and rules without their reasons, is wholly without use; it is only not the knowledge it pretends to be, and far inferior to that. If the pupil can narrate some single event of history, it is well; for if memorable at all, it is not void of instruction. But if the position of that event in history, and its connexions with what preceded and with what followed be unknown, the instruction that has been given is not an instruction in history, but must accept another designation. For the same reason, much of what is learnt in the manner now spoken of under the names of natural history, grammar, and geography, belongs to these branches but imperfectly; it is not useless, but it is not natural history, grammar or geography. "Nummus argenteus, qui pro aureo ducato substitueretur et commendaretur, falsus nummus esset ducendus, etsi ex bono argento conflatus."

The main defect of the teaching now referred to is, that it solicits no re-action of the pupil's mind upon the lesson. For this some teachers, as already said, imagine that their time does not permit; some are not aware that the nature of tuition requires it; some suppose it to belong to another and higher kind of instruction than what they profess; some rely too largely on the natural faculty of the pupil to do the work of intelligence for itself. The defects of this sort of teaching, in short, are much the same that have been already noticed as belonging to that whole class of schools which may be considered as the inferior progeny of the first seminal school.

On the other hand, it is possible to aim too directly and exclusively at what the first sessional school set forth as its direct object. This happens when the instruction is of a kind that does not supply knowledge likely to prove useful in the particular circumstances and calling to which the pupil may be destined, and no otherwise recommended than as it may be fitted to form habits of observing, inquiring, or reflecting; whereas both results may be as readily attained at once, the best mental exercise being always to be found in the acquirement of knowledge having in a large measure the quality of usefulness. But this is sometimes forgotten. There are some schools among those now spoken of, and those not the least deserving on the whole, in which, if the understandings of the children be but tolerably well exercised, it is not much matter of concern whether they learn anything which it may ever really profit them to know.

One very noticeable instance of this is, in the mode by which some teachers seek to cultivate the memory, prescribing things to be committed which are void of all use, except as they may exercise that single faculty;—it may be, a string of unconnected vocables; a paragraph or chapter, without attention to the sense; grammar rules, without their application; geographical descriptions, without reference to the map. In such cases, the memory is hardly dealt with, for it derives no aid in the recollection of the words, from any knowledge of the things which they express; an unskilful way even of cultivating the memory, not to speak of what is lost by imperfect intelligence of the matter. It is not, indeed, by a completely separate culture, that the improvement either of the memory or of any other faculty is best accomplished. "Instruction ne donne ni la mémoire ni l'imagination, ni l'intelligence; mais elle cultive toutes ces parties, en les fortifiant l'une par l'autre. On aide le jugement par la mémoire et l'on soulage la mémoire par l'imagination et le jugement." The fault here noted has its origin in the notion that puts the cultivation of the faculties too immediately among the objects of instruction.

In like manner, it is sometimes seen (though rarely) that a teacher selects for special training other individual faculties, such as imagination, judgment, or abstraction,—as if each of these could be reared in perfect independence of the rest. In such cases, it is probable that the means employed are strange and fantastic, and they are not excused by any considerable success in the result.

All such errors are avoided, when the teacher simply proposes some branch of useful knowledge; making it his endeavour to teach this well, and trusting that the same means which are successfully employed to add to the "possessions" of the *young* mind under his charge will inevitably serve for the *improvement* of its "powers." Such, it must be added, is the

manner in which by far the greater number of the masters of these schools do, in reality, address themselves to the work of their calling.

The Sessional schools, of which some account has now been given, form an important part of the means of education, which have been gradually accumulated in the large towns. Their number, though not great, is remarkable, when they are considered as the results of one distinct kind of private effort; and in respect of efficiency, some of them may be favourably compared with the best class of country schools; over which, indeed, they have some advantage, in the greater competition and the nearer example of other schools, and the better opportunities of intercourse among the teachers.

How far they serve to educate those classes for whom the first school of this sort was intended, is still a point of some interest, notwithstanding the partial deviation to another object, which afterwards took place. The Kirk Sessions have all along endeavoured to make these seminaries useful to children of the very lowest orders, by seeking out such as suffered from parental neglect, and by relieving them from all difficulty in the payment of school wages and in the cost of school requisites. In these modes of helping the instruction of the poor, the Sessional schools are in their respective towns unsurpassed, except by the charities specially endowed for such purposes. But after all, there remains not a little in this way which they have not been able to accomplish. It appears from information furnished by the 31 male teachers, that 11 of their number have no children of the class in question under their charge; that the two schools to be after noticed are for that class exclusively; and that the total number of children of that description attending all the schools does not exceed 600. There is still, therefore, a large number of the poorest children in all of these towns, uneducated at the Sessional schools; while it is no less certain, that a large number of the same are uneducated at the Ragged schools, which have been established within the last few years. The number in that situation, however, has not been very well ascertained.

For the inquiries on that point have been usually carried on by the method of computation; the number of children actually attending school being compared with the number which ought to attend, as that is deduced from the amount of the entire population. But the attendance is not always calculated in the same manner, and the manner in which it is calculated is not always distinctly stated; sometimes, it is the attendance at that period of the year when the inquiry takes place; sometimes, the attendance when schools are throngest; sometimes, the total

number of pupils enrolled throughout the year. The result, of course, varies according as the inquiry has been directed to one or other of these points; and so, the principle of computation being neither uniform nor always indicated, the statistics of this matter become uncertain. It may be added, that no mode of computation whatever can be so satisfactory as that as actual enumeration.

Still, there can be no doubt that in all the towns very many poor children resort neither to the Sessional nor to the Ragged schools. To attract this class, two of the schools now referred to have assumed the character and name of ragged schools, offering food and training to industrial occupations, and differing from other schools of that denomination by being more strictly parochial in the range of their objects. The parishes in which these schools occur are St. Cuthbert's, and the New Grey Friars, in Edinburgh. The following particulars refer to the former:—

St. Cuthbert's Ragged School.—The St. Cuthbert's School of Industry, or Ragged school, was set on foot about three years ago. It occupies at present a house of two apartments, in Dunbar-street, in the Tolcross district of St. Cuthbert's parish, but with the prospect of more suitable accommodation being soon provided at Castlebarns, in Tobago-street, where a house and ground have been already purchased at a cost of 1,000*l.*

The school was originated by the ministers of the West Church parish, the Rev. John Paul and the Rev. James Veitch. They are its sole directors, but occasionally they are aided in the superintendence by a committee of ladies from the St. Cuthbert's congregation. Sixty-four children now daily attend. It is part of the plan that the number admitted is not to exceed 100; not because the resources of the school permit no more to be received, but because children in the circumstances of those who come thither are supposed to be best educated in no very large numbers. This is, perhaps, in point of attendance, the least considerable of the ragged schools in Scotland; but it has another distinction, it is so small from no necessity in the circumstances, but because the directors do not wish it should be larger.

The children belong to the poorest families of the neighbourhood—their parents, it may be, occasional paupers of the parish, labourers, porters on the Edinburgh and Glasgow Union Canal, or itinerant vendors of small wares. An overseer attached to the seminary inquires into the circumstances of those who seek to be admitted, and he is not instructed to inquire to what congregation or what denomination of Christians their parents may belong; it is enough that the applicants are poor and ignorant,

and the more they have of these negative qualifications, so much the more they are welcome. The children now attending are from 8 to 12 years of age, one-fifth part above 10 years; and not one of all their number, when admitted, had yet been taught to read, or probably ever been within the walls of a school.

The attendance is more regular than usual in ordinary schools frequented by children of the lower orders; for here the children are fed as well as taught, and the rule is strictly enforced of dismissing altogether such as have been absent on a single occasion, if absent without good cause. The hours of attendance are from half-past eight in the morning to seven in the evening. Recreation and three meals daily leave not more of this time for instruction, than other children usually give to school. In the evening, they return to their homes, and again fall under their parents' care and control. On Sabbath they assemble at the school, and attend in a body divine service at the West Church.

The instruction is limited, in the mean time, to reading, writing, arithmetic, a little geography, and the truths of religion, with the addition of knitting and sewing for girls. As yet, no provision has been made for the teaching of handicraft to boys: but this is not excluded from the plan of the institution: it will probably be added, when the directors shall find themselves in a condition to meet the necessary expenses. The ragged school does not, in general, defer industrial instruction till the school period ends, but anticipates, and with good reason, what belongs to the more usual time of apprenticeship. It is true that the handicraft might be acquired in sufficient time, if it were acquired somewhat later; but to acquire it as part of a course of training that includes other and more liberal knowledge, is to gain a habit which may afterwards be of great value—that of associating with manual labour some degree of taste and aptitude for general knowledge. It is this, perhaps, more than such an early possession of the art, which is the main recommendation of the industry of the ragged schools. At the same time, if the handicraft be practised, like reading or writing in the school, not for gain, but expressly as a mode of culture, they will be the more apt to combine with their future exercise of that craft the notion not of a sordid necessity, but of that moral privilege which is involved in the very opportunity of labour.

After an attendance of nine months the children are, in general, able to read well, a result not the less pleasing to the friends of the institution that it can be procured at so little expense. It is found that 70 children can be taught to read at a less cost than is requisite for one year's entire maintenance of *the charity*. After the lapse of a few months, they

have added some acquaintance with the elements of geography, arithmetic, and religious truth. The latter is derived entirely from the Bible and the Shorter Catechism, and it is taught to all and willingly received by all in the same lessons, though it may be that all are not of the same religious denomination.

The funds of this school are derived from subscription chiefly throughout the parish, and to a great extent among the members of the St. Cuthbert's congregation. They are derived, also, from the annual produce of a sum of 1200*l.* bequeathed by the late Lady Maxwell, of Pollock, to promote the education of poor children in Edinburgh; which sum was appropriated by her trustee, George Ross, Esq., in the exercise of his discretion, to this deserving seminary. The amount of income from the commencement averages about 300*l.* a-year, and hitherto it has not fallen short of the expenditure.

The New Greyfriar's school has been indebted in like manner to the zeal and piety of the minister of the parish, the Rev. William Robertson, and of the Kirk Session. It is conducted on much the same plan as the St. Cuthbert's school, but with such points of difference as these,—that the children are admitted at a much earlier age; and, that their parents are not, in all cases, so poor as to require assistance in the maintenance of their offspring. The number of children now attending this school is 210; of whom only 130 receive food at the seminary. The average expenditure is about 280*l.* a-year. The school occupies commodious premises in the Vennel purchased by the directors at the cost of 1200*l.*, that sum consisting of a grant from your Lordships of 253*l.* and of subscriptions.

The schools of this class, it may be observed, do not feed and clothe, merely to attract pupils for instruction, but also to create for them a mode of life different from what they would have found in their families, and free them, as far as possible, from those influences of want, squalor, and vice, which would have consigned no small proportion of them to crime. The ragged school gives the education of circumstances, as well as that of letters, figures, and handicraft; and if formally distinguished from others by the things just mentioned, it is not less so, in effect, by the larger part than usual in the work of education, which it takes from the family and from the world, and takes with a propriety founded upon the humane consideration of what the family and the world, in such cases, generally are. It cannot be overlooked, however, that the benefit which this class of schools affords to their pupils is imperfect,—inasmuch as a few years' education does not free them from the perils of that condition in life to which they *belong;* a further care remains to the directors in transferring *them,* when prepared to leave school, safely to other occupa

tions, whether abroad or at home, and experience must soon show the need of such extension of the charity.

Female Schools.—The total attendance at the 17 female schools is about 750. The average income of each mistress 30*l.* per annum. The material for work in the industrial department is always supplied by the superintending Committee, and the produce of the sale of work, after defraying the cost of material, commonly is added to the school fund. The female teachers are, without exception, highly meritorious in sustaining, as they do, the toil and care of their respective charges.

Sabbath Schools.—Each of the mixed schools is open on Sabbath (morning or evening) for religious instruction and for devotional exercises; on which occasions, they are attended in whole by about 3,400 children. Of these a large proportion, not less than one-half, are not pupils of the week-day school at which they meet for these Sabbath exercises, but probably of some other; while many are above the school age and in apprenticeship. Here, as elsewhere, a remarkable feature of the Sabbath school is the number of young men and young women who, of their own accord, come to take part in the work of teaching, giving an example of interest in the religious culture, and the highest welfare of the young, which cannot fail to aid the effect of their instructions.

I have the honor to be, &c.,

JOHN GORDON.

The Right Honorable the Lords of the Committee of Council on Education.

Tabulated Reports by Her Majesty's Inspector of Schools, John Gordon, Esq., on the Sessional Schools inspected by him in Scotland in the Year 1849.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: -7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Rosewell																																				
Tullybody																																				
Edinburgh United Industrial.																																				
Canongate Society School.																																				
Canongate Burgh School.																																				
Newington Sessional		105																																		
Leith, Dock-street, Adventure School.		100																																		
Newhaven. Female																																				
Corrie Subscription School.		83																																		
Annan Academy																																				
Lanark Grammar School																																				
Carriden Parochial																																				
St. Cuthbert's Ragged School.																																				

Roscwell.—Inspected 9th January, 1849. In this village there are a male and a female school, both established and liberally endowed by the proprietor, Mr. Ramsay; the teachers were recently appointed. Both schools are going on prosperously.

Tullibody.—Inspected 12th January, 1849. Visited the school to report on the application for apprenticeship of pupils, but found all the candidates considerably under age. After a lengthened examination, found at least 10 or 12 boys, who are at this time disqualified for apprenticeship no otherwise than by age. This is unusual; and though it prevents the success of the application at present, it helps to show what the whole examination proved—the uncommon merit of the teacher. All the elementary branches he teaches equally well; the higher he can teach also.

Edinburgh United Industrial.—Inspected 16th January, 1849. This school having been for some time under an interim teacher, the directors requested me to visit the school, and to give an opinion whether the permanent appointment might be offered to him; visited and examined the school, and recommended the interim teacher to be continued.

Canongate Society School.—Inspected 17th January, 1849. School-room good; dwelling above. Salary 30*l.*, fees 4*l.* a-year. Teacher has a gratuity from J. Hope, Esq., for lecturing on temperance. He is diligent and active in his school, which is attended by a very poor class of children. Recommended to the Society to supply more school-books. Teacher very fairly competent to a school of this kind.

Canongate Burgh School.—Inspected 18th January, 1849. The apartment large, well lighted, and aired, but not large enough for the attendance, upwards of 200. Salary 20*l.*, from mortified funds raised originally by subscription. Fees 60*l.* School-books wanting to some; of this the managers and other directors only need to be informed. Teacher intelligent; was two sessions at college. His methods good, and the whole business of the school goes on with spirit, and in excellent order. Bible, grammar, and geography lessons all given in a very thorough manner. Monitors much used. An application about to be made for apprenticeship of pupils.

Newington Sessional.—Inspected 25th January, 1849. A very ample, well-aired, and well-lighted school-room. No dwelling. Salary, from Kirk Session, 20*l.*; fees 20*l.* Maps too small and much worn; larger much required. Teacher recently appointed, but promises well; has much to correct in what had been left him by his predecessor; knows this, and sets about it heartily. There are faults also in his own ways of going to work; knows this also, and is willing to hear and correct.

Leith (Dock-street) Adventure School.—Inspected 27th January, 1849. School occupies two apartments (second story); much too small. Fees high; 3*s.* 6*d.* for reading, 7*s.* 6*d.* for reading, writing, and arithmetic per quarter. Amount about 100*l.* Proof of this teacher's success is, he has been employed here and well supported for the last seven years. Much pleased with his arithmetic, in which a good many of the pupils are quite expert in all the rules. He will probably apply for apprenticeship of some.

Newhaven, Female.—Inspected 27th January, 1849. School-room very ill-lighted; given by Society of Fishermen. Fees 1½*d.* and 2*d.* a-week; amount 20*l.* No Maps; yet lessons given in geography; they learn pages of the book by rote; the common branches, however, tolerably well taught.

Corrie Subscription School.—Inspected 31st January, 1849. Visited this school along with factor for Mr. Hope Johnston, to examine candidates for apprenticeship. Present a great many heads of families. Four candidates selected and proposed for examination; but they being entirely unacquainted with some of the subjects prescribed, the directors requested they might be allowed to withdraw them in the mean time. This was done accordingly. Took occasion to examine the school at great length, and found it fairly conducted in most of the elementary branches; but some profitable exercises (such as writing of abstracts and writing to dictation) unattempted, and too few of the scholars far advanced in arithmetic and geography. No doubt, from the apparent character of the master, his school will appear to more advantage on the next occasion.

Annan Academy.—Inspected 5th February, 1849. Founded and superintended by a committee of the inhabitants, 20 in number. Partly endowed with a *common*, bought with the produce of a subscription raised 20 years ago, affording a salary of 34*l.* to each of two masters. Fees of each master about 100*l.* a-year. They pay an assistant, in equal portions, about 20*l.* a-year. One teaches the commercial and mathematical branches, the other the classics. Both divisions are well taught; the latter attended by 37. The highest class of six read Horace and Homer, and show fair proficiency, this being the fifth year of their Latin study. In the other division, a pretty large class acquainted with all the rules of arithmetic and the first book of Euclid, very skilfully taught.

Lanark Grammar School.—Inspected 6th February, 1849. The teacher 63 years of age; attendance not more than 67, and of these 48 are poor children, having bursaries from funds administered by the Town Council. The school-house is excellent, and the master has an excellent dwelling of two storys and eight apartments. His salary from the Town Council 40*l.*, session clerkship 10*l*, fees 35*l.* In this grammar school there are but eight or nine learning Latin, and only in the rudiments. Teacher has these apologies for the smallness of the attendance, and the little proficiency of those who attend—the better class of children are kept away by the presence of so many poor bursars, and these bursars are privileged to remain for only three years, after which they go at an early age to hand-loom weaving. The highest class of arithmetic is in the Rule of Three, and unacquainted with notation. The best geographers have had but two maps before them, and know very little of them. The grammarians who can attempt parsing are but four.

Carriden Parochial.—Inspected 12th February, 1849. Accommodations very insufficient. Schoolroom and dwelling old and too small. 2*l.* allowed for garden. Salary maximum; session clerkship 6*l.*; fees cannot be estimated, but, for some time, of very small amount, teacher being an old man 73 years of age, and the school in his hands totally inefficient. Heritors have tried much to induce him to resign, as yet in vain. The school now attended by about 40, taught by an assistant, a young man recently from the normal school, where he had been nine months, and who receives 20*l.* a-year. The elementary branches taught tolerably well; but the school will not answer its purposes till the present master gives way.

St. Cuthbert's Ragged School.—Inspected 14th February, 1849. See *General Report.*

Tabulated Reports on Sessional Schools in Scotland inspected by John Gordon, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Grammar.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children writing on: Paper. A Variety of Compositions.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Edinburgh Original Ragged School.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Whitehill, Dalkeith . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
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St. George's Sessional .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Lochmaben Parish . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Glasgow, St. John's, Sessional.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Chalmers's Sessional .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Coatbridge Parochial .		69	.	.	.	.	.	20	17	.	.	.	3	6	5	.	5	22	.	.	.	20	21	16	12	19	31	4	53	59	66	70	72	.	.	72
Old Monkland. Boys' . . .		73	3	3	3	.	.	11	18	29	7	8	6	4	6	.	.	39	.	29	.	51	30	16	12	20	17	21	22	.	18	4	7	18	20	97
Footdee, Davidson's Free School.		70	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Newark, N. B.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Selkirk Parochial . . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

Edinburgh Original Ragged School.—Inspected 21st February, 1849. Occupies the ample school-house in Ramsay-lane, built with aid from the Treasury established in connexion with the Tolbooth Kirk Session, and referred to in my letter to the Secretary of the W. S. Society, dated 14th January, 1847, and therein called Wigtoman's School. This school

Glasgow (St. John's), Sessional.—Inspected 30th March, 1849. Present 184, in two divisions; junior under one master, senior, including all above eight years, under another, in separate apartments. Each master has a salary of 25*l.* from Kirk Session; the junior having also from same source 25*l.*; as Church precentor. This distribution

well taught. The whole institution goes on prosperously.

Whitehill, Dalkeith.—Inspected 23rd February, 1849. Ample accommodation for school and master's dwelling, given by Duke of Buccleugh, who gives also salary of 40*l.*, and allows fees which yield teacher about 30*l.* Present 78. Ample supply of school requisites and furniture. Teacher but more than 12 months in charge. All the branches well taught; a few beginning Latin, and a few as far as simple equations in algebra. Children appear very alert and intelligent; a great proportion of them older than usual in schools of this description. This school, in all points, answers its purposes well

Ruth, Parish. Inspected 26th February, 1849. At the central corner of the burial-ground, and other, United Presbyterian school. Fit and sufficient. Accommodation ex without. Salary uncertain, fees [illegible] teacher about 25*l.* Number of scholars [illegible] but has reached [illegible]. He is a man of ability, and, in some respects, his [illegible] well conducted and orderly. Writing [illegible] Mathematics well taught to such as choose to learn them. Some [illegible] Book-keeping [illegible] part of history, geography, [illegible] points [illegible] Latin [illegible] Greek [illegible] Hebrew [illegible] Natural [illegible] Moral [illegible] Logic [illegible] Rhetoric [illegible] Political [illegible] Economy [illegible] Agriculture [illegible] Chemistry [illegible] Mechanics [illegible] Astronomy [illegible] Physiology [illegible] Anatomy [illegible] Botany [illegible] Zoology [illegible] Mineralogy [illegible] Geology [illegible] Natural History [illegible] Natural Philosophy [illegible] Moral Philosophy [illegible] Political

Tabulated Reports on Sessional Schools in Scotland inspected by John Gordon, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammer.	Geography.	Number of Children learning Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition, From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Galashiels' Sub. School.		.	.	.	.	.	.	.	.	.	.	.	[illegible]	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dalkeith Sessional . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Gartsherrie, St. George's, Parochial.		150	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	110	80	30	12	102	30	20	.	.	.	.	.	20	90	152
Lonmay Parochial . . .		80	4	1	.	.	.	40	44	8	14	21	.	1	.	.	75	.	4	.	76	73	8	6	19	4	12	18	12	10	6	9	13	103	80
Milnes (Free).																																		
Boys' . . .	.	223	6	12	9	.	.	114	69	259	15	11	38	38	46	47	29	221	.	.	.	168	257	89	2	46	37	22	27	31	24	22	50	916	105	230
Girls' . . .	.	.	.	56 (a)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4	5	5	6	14	22	45	24	44
Infants' . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	57	19	.	.	.	.	.	.	.	.	50	29	76
Aberdeen, South Parish		110	.	.	.	.	.	.	28	33	.	5	10	20	8	15	.	50	.	.	.	62	60	27	30	45	26	19	10	6	2	1	21	70	180	110
Aberdeen, East Parish.																																		
Boys' . . .	.	156	.	.	.	.	.	50	77	110	7	7	13	20	28	26	50	101	.	50	26	110	77	83	20	78	24	26	26	11	10	4	2	107	155	181
Girls' . . .	.	170	.	140 (a)	.	.	.	.	32	32	.	6	10	12	16	20	.	50	.	.	20	40	50	36	54	76	15	40	20	19	14	14	12	280	490	180
Aberdeen (John Knox's).																																		
Boys' . . .	.	83	.	.	.	.	.	13	18	28	5	4	9	11	12	.	4	45	.	.	.	28	57	16	12	47	7	12	9	7	6	2	4	70	95	85
Girls' . . .	.	135	.	40 (a)	30 (b)	.	28	.	23	23	.	.	.	4	23	.	.	45	23	23	6	44	33	25	33	.	.	.	.	.	.	.	.	20	55	135
Dundee Sessional.																																		
Boys' . . .	.	521	.	.	.	.	105	56	105	180	16	16	25	47	145	.	20	294	105	376	221	248	348	251	98	223	97	78	67	35	26	24	16	270	350	576
Girls' . . .	.	100	.	100 (a)	25 (b)	.	.	.	.	.	.	.	.	.	.	.	.	25	.	.	.	35	40	50	40	65	8	2	7	3	12	13	.	25	45	110
Edinburgh, St. Mary's .		.	.	.	.	.	14	38	38	35	3	5	14	18	12	12	2	45	15	15	12	38	27	14	19	30	18	16	13	7	5	3	6	28	45	85
Glasgow (St. Enoch's).		300	.	.	.	.	.	30	100	90	6	10	32	40	34	16	40	160	40	50	.	260	240	30	20	87	56	58	43	36	13	5	7	45	80	305

(a) Sew or knit.

(b) Cut out and make clothes.

Galashiells, Sub. School.—Inspected 12th June, 1849. At the special request of the directors, visited this school. The school which includes a dwelling let for 1*l.* per month, was built at an expense of 800*l.*, of which 200*l.* was from the Committee of Council. The school lately became vacant by translation of the teacher, and is in the mean time taught by substitute. The directors wished advice in regard to its constitution and means of supporting it in future.

Dalkeith, Sessional.—Inspected 12th June, 1849. Met at Dalkieth Mr. Moncrieff, factor for the Duke of Buccleuch, to advise respecting constitution of this school.

Gartsherrie (St. George's), Parochial.—Inspected 15th September, 1849. 1. Organization good. 2. Good. Books and apparatus, abundant supply; desks and furniture good.

Lonmay, Parochial.—Inspected 3rd May, 1849. 1. Rather large classes. 2. Good. 3. Simultaneous individual. Books used are Leitch's and Wier's, an abundant supply; six large school maps; the desks partly placed along the wall, partly parallel in the centre.

Milnes (Free), Boys'.—Inspected 5th May, 1849. 1 and 2. Good. 3. Monitorial, simultaneous, individual. 5. The three male teachers all of excellent character. The head master is about to leave the institution, having received a call to the pastoral charge of a parish. His successor has been chosen, but has not yet entered on the office. Under the second master the religious instruction is given with great care, in a calm and kindly manner, and with very good effect. Exercises in English composition are frequent; and the teacher, having a knowledge of chemistry, at times uses an apparatus in illustrating his lessons. Recommended to him "Sullivan's Geography Generalized," complete system of the School Book Association, and the practice of sketching outlines on the board or paper. In arithmetic the third master explains well the principles of the elementary rules. The mistress teaches only knitting and needlework.

Milnes, Infants'.—The infant school is locally disjoined from it; it is well conducted. Books, maps, and other apparatus are supplied for all by the trustees; desks are parallel; furniture all good, new and abundant.

Aberdeen, South Parish.—Inspected 7th May, 1849. 1. Deficient; no classification for arithmetic, because, it is said, of the irregular attendance. 2. Tolerable. 3. Simultaneous, individual. 5. The teacher was employed as a shopman until he took to teaching three years ago. His pupils are of a very humble class, and he teaches them plain things in the plainest way. 4. Apprenticeship not recommended in the meantime.

Aberdeen, East Parish.—Inspected 8th May, 1849. 1. Good. 2. Good. 3. Simultaneous, individual, monitorial. 5. Much approve both of the master as a guide, and of the school as a place for the training of apprentices. Desks and furniture sufficient; books and apparatus sufficient.

Aberdeen, East Parish, Girls'.—The Mistress is diligent, and appears, on the whole, well suited to her charge.

Aberdeen (John Knox's), Boys'.—Inspected 10th May, 1849. 1. Moderate. 2. Not good. 3. Simultaneous, monitorial. 5. Teacher intelligent, and busily pursuing his studies, with a view to licence in the church. The discipline not good; said to be owing, in part, to the very irregular attendance of many of the children. Apprenticeship not recommended. Furniture sufficient and good.

Aberdeen (John Knox's), Girls'.—1. Good. 2. Good. 3. Simultaneous, individual, monitorial. 4. In reading and the truths of religion very good. In geography and grammar not much progress has yet been made. 5. Is a very deserving person. 6. Assistance much required in so large a school; scholars mostly from class of tradesmen, decently dressed and well behaved. Books of the Irish National Society used; abundant supply. Six small maps; only one large double desk for 14 at a time; a gallery; furniture good.

Dundee, Sessional, Boys'.—Inspected 17th May, 1849. 1 and 2. Good. 3. Simultaneous, individual, monitorial. 5. An admirable teacher, and of most respectable character. Books and apparatus sufficient; desks and furniture sufficient.

Dundee, Sessional, Girls'.—1 and 2. Good. 3. As in boys' school. 5. Have reason to think well of the mistress as a guide and example, and of her school as a place of training for apprentices. 6. This school is a branch of the Dundee sessional school, in which additional candidates for apprenticeship were examined. The apartment is much too small, ill-aired, and ill-lighted, but steps already taken for the building a new house. It is proposed that the female apprentices should be employed one-half of the day in the female, the other half in the male department of the school. Books and apparatus sufficient; desks and furniture, in the mean time, not very good.

Edinburgh, (St. Mary's).—Inspected 1st June, 1849. 1. Good. 2. Fair. 3. Simultaneous, individual, monitorial. 5. Teacher likely to be a good guide and example to apprentices, and the school a suitable place for their training. But if the condidates be admitted, teacher should be made aware that their papers have not been quite so good as might have been expected, he himself having obtained a certificate of merit. Books, sufficient; apparatus sufficient; desks and furniture sufficient.

Glasgow, St. Enoch's.—Inspected 8th June, 1849. 1. Fair. 2. Fair. 5. The master has four assistants, chosen and paid by himself, and the more needed as the school occupies four apartments on two floors. Books and apparatus, an abundant supply; books used are those of the School Book Association, Irish National schools, and Simpson's History of Scotland. Desks parallel; urniture in good condition.

Tabulated Reports on Sessional Schools in Scotland inspected by John Gordon, Esq.—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								Number of Children learning Arithmetic as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged												Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14								
																	Abstracts or Composition.	From Copies.	Abstracts or Composition. From Dictation or Memory.	From Copies.																				
Dalintober (Miss Campbell's).	.	.	.	2	2	2	.	1	127	86	27	22	19	18	41	.	.	134	.	.	.	86	73	30	13	23	20	32	39	13	13	41	23	16	All	202
Gartsherrie . .	.	93	.	.	6	.	.	8	37	35	10	14	20	5	41	.	6	93	.	14	.	93	93	.	.	10	9	21	19	18	14	4	9	.	.	90
Dorward's, Montrose . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dalry, Parochial	.	120	.	.	.	.	.	.	27	45	18	25	.	16	.	26	.	68	.	.	.	80	60	36	3	32	9	21	10	12	8	20	16	.	.	127
Blair Mains .	.	71	3	4	3	.	.	.	34	38	6	6	5	13	5	.	.	.	6	6	30	42	42	15	13	.	.	.	.	.	.	.	.	.	.	.	.
Dalry (Female Industry)		85	.	60 (a)	.	.	85	32	12	12	3	12	20	20	20	29	12	30	12	12	4	85	85	32	25	.	.	.	.	.	.	.	.	15	29	85
Dalry, Kersland Barony.		72	8	8	.	.	.	.	18	72	8	8	12	12	6	4	.	25	.	10	.	41	40	15	20	35	10	18	8	2	.	1	3	.	.	77
Beith, Parochial																																						
Boys' . . .	.	150	.	3	.	.	.	21	40	74	15	10	25	40	40	40	.	100	.	30	.	97	118	27	10	33	21	24	28	22	12	16	17	10	35	154
Girls' . .	.	60	.	60 (a)	.	.	.	6	7	12	.	.	.	.	12	.	.	.	.	.	20	12	40	20	40	70	10	20	10	8	12	.	.	20	40	100
Edinburgh Normal . .		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kirkaldy, Burgh . . .		305	12	18	12	.	.	40	100	100	40	18	30	30	20	8	20	250	.	.	.	80	209	99	7	67	30	37	33	46	40	23	24	60	380	320
Cupar (Madras School).																																						
Boys' . . .	.	600	22	24	22	61	297	102	261	230	43	62	76	98	67	20	113	428	113	158	.	343	390	35	22	131	36	38	53	26	34	20	47	.	.	600
Girls' . . .	.	.	.	90 (a)	14 (b)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	25	15	8	12	2	2	10	.	.	90
Newton-on-Ayr	.	300	.	30	3	.	.	40	80	80	40	40	40	.	.	.	120	.	40	40	120	.	160	39	12	.	.	.	.	.	.	.	.	50	250	.
Dreghorn Crossroads . .		61	.	.	.	.	.	17	17	22	5	5	5	5	7	7	6	30	10	17	.	39	47	17	7	21	10	6	9	8	3	4	4	26	19	.

(a) Sew or knit. (b) Cut out and make clothes.

GENERAL OBSERVATIONS.

Tabulated Reports on Sessional Schools in Scotland inspected by John Gordon, Esq.—*continued.*

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																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																							
Culross, Parochial . . .		50	.	8	.	.	.	14	26	40	8	3	9	12	1	.	14	30	14	14	.	40	40	11	14	20	16	14	16	18	10	8	8	22	110	80
Perth, Parochial Infants'. .	.	230	24 (c)	20 (b)	120 (a)	.	120	24	120	120	.	2	8	11	10	120	8	14	.	20	.	35	35	35	50	88	3	2	5	3	4	6	4	53	46	.
Brechin, Parochial . . .		160	5	4	2	.	.	8	55	8	12	32	13	15	.	23	.	125	.	78	.	104	87	38	14	34	15	16	18	17	17	25	20	34	196	160
Dundee (Rosebank Sessional.)																																										
Boys' . . .	.	240	.	.	.	.	.	8	15	26	6	30	36	38	20	16	.	125	.	.	.	68	68	36	78	90	36	30	30	18	19	12	15	124	156	250
Girls . . .	.	.	.	70 (a)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Dunning. Girls' . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Blair Athol, Parochial .		65	2	2	4	2	.	.	18	18	6	.	6	3	.	.	6	30	.	.	.	38	35	8	22	27	7	8	5	6	5	3	8	69	138	65
Glasgow (St. Matthew's). Boys' . . .	.	220	.	.	.	15	(d)	.	56	56	5	12	20	21	10	15	.	82	25	25	.	.	131	59	30	38	23	31	35	40	15	29	9	.	.	220
Girls'. . .	.	75	.	75 (a)	.	.	.	.	22	22	.	.	12	.	.	10	.	30	.	.	.	50	55	17	8	25	20	11	15	.	6	.	.	.	.	.	75
Glasgow (Gorbal's). Youths'. .	.	344	.	.	.	.	.	9	130	130	20	69	89	109	159	159	53	188	.	.	.	236	226	62	25	.	.	.	.	.	.	.	.	93	208	343
Southend, Parochial . .		90	.	2	.	.	.	.	79	79	13	.	10	21	.	.	.	34	.	13	.	53	79	26	23	43	20	20	10	4	4	1	3	41	20	100
Lochwennock .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Girvan, Parochial . . .	.	17	45	12	.	.	78	80	130	55	20	.	4	4	4	90	143	100	100	.	127	115	57	16	.	.	.	.	.	.	.	.	.	.	.	200						
Ballantrae . .	.	73	.	.	3	.	.	34	24	30	11	7	8	13	.	.	22	48	.	.	.	14	58	17	10	.	.	.	.	.	.	.	.	63	138	75						

Schools in Scotland, not in connexion with the Established Church —General Report for 1848-49, *by* JOHN GIBSON, Esq., *one of Her Majesty's Inspectors of Schools.*

MY LORDS, *Edinburgh, December* 1849.

SINCE my appointment in 1848, a comparatively small portion of my time has been devoted to the work of inspection. The arrangements made by your Lordships, and detailed in the letter addressed to my colleague and me by your Lordships' Secretary, rendered it necessary to spend several months in the examination of candidates for Certificates of Merit, and in work directly connected with these examinations, including the preparation of the examination papers, the review of the written answers of the candidates, and the reporting on them to your Lordships. The interest excited by your Lordships' Minutes, and the ignorance prevalent, especially in the remoter parts of Scotland, in regard to their precise nature and objects, entailed upon me a vast amount of correspondence, attention to which occupied no small share of my time, so that I have been enabled to give not more than a few months to inspection. This inspection, too, has been conducted in circumstances and for objects singularly interesting and important indeed, but ill fitted for enabling me to report upon the schools with such minuteness of statistical detail as is desirable and necessary, and as I shall be able in future very easily to give.

I propose, in the following brief Report, to submit to your Lordships a statement describing the objects, nature, and chief results of the work of inspection in which I have been occupied; the general views and principles by which I was regulated in drawing the Examination Papers; the spirit and manner in which the written answers were reviewed by me, and then reported upon to your Lordships; and the impressions made upon my own mind by the novel and animating spectacle of so many of the teachers of our country assembled, under the auspices of your Lordships, for the purpose of proving their qualifications for the high work to which they have devoted themselves.

I. *Inspection.*—I have examined, with more or less minuteness, more than 100 schools. These schools were visited, specially, for the selection and examination of candidates for apprenticeship as pupil teachers. The specific object of my visit regulated to a great extent the nature of the examination. That object was three-fold: First, to discover among the children in attendance those who by attainment, talent, disposition, and general charac-

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ter and particularly by already-developing or already-developed aptitude for teaching, gave good promise of becoming, through a prolonged and well-regulated course of instruction and training, accomplished and skilful teachers, as well as amiable, upright, and conscientious men; and, Secondly, to ascertain the moral and religious character, as well as the professional acquirements and skill of the masters; and, Thirdly, to determine whether their schools, in point of organization and discipline, were such as to justify me in recommending that pupil-teachers should be apprenticed in them, and might be expected to be so instructed and trained, as to be prepared for entering with advantage upon a course of higher instruction and training in a Normal School, at the termination of their apprenticeship.

In regard to the masters, I was careful, before I ventured to recommend your Lordships to apprentice pupil-teachers in their schools, to satisfy myself that their professional acquirements were precise and accurate, if not also varied and extensive, solid and well arranged, if not brilliant and comprehensive; and as to their skill and other professional qualifications, that they were tolerably well trained, somewhat acquainted with good methods, zealous in the discharge of the duties of their office, lively and cheerful in temper and disposition, and calm, vigorous, or energetic in character. In these respects, the teachers of the schools in which your Lordships have consented, on my recommendation, to the apprenticeship of pupil-teachers, are deserving of commendation, and entitled to the confidence of all interested in the young persons entrusted to their care.

The schools, too, in respect of organization and discipline, furnish fair specimens of what, with the means at the disposal of the teachers, and the amount and variety of work to be overtaken by them, it is either fair or reasonable to expect them to be. The aid of their young assistants will enable the teachers gradually to approximate to, and ultimately to realize such forms of organization as are to be found, as yet, only in our highest class of elementary schools, and in our best endowed, or most liberally maintained high schools and academies. It will also induce and facilitate a more earnest and systematic attention to a truly enlightened discipline, a clearer and steadier apprehension of the great object to which such discipline should be directed, a more deliberate examination of the means by which this object can be best attained, and a more careful, continuous, and persistent application of these means to the realization of that object. To ascertain and measure, with some degree of precision, the attainments and talents of the candidates, they were placed, at my request, in the highest class of the school, and without having been pointed out to me, were subjected, along with the whole class, to a prolonged, minute, and searching *oral* examination. And it was only at the con-

clusion of this process, during which I had an opportunity of carefully marking the characteristics, both of intellect and disposition, by which the best scholars had distinguished themselves, that I proceeded to point out to the managers and teachers, the pupils that seemed to me, in point of attainments, well fitted for the important office of pupil-teacher.

It affords an evidence of the intelligence and perspicacity with which the teachers and managers had selected the pupils for whose apprenticeship they had made application to your Lordships, and of the purity of intention and honesty of aim by which they were actuated in seeking for them this benefit, that in almost every case, those presented by them as candidates, were selected by me as the best in disposition, in attainments, and in talent. The next subject of inquiry was their aptitude for teaching; and in regard to this, I found that the master's judgment had been carefully, and in most cases, judiciously formed. They were then subjected to the *written* examination prescribed by your Lordships, and on being recommended by the managers as fitted in point of moral and religious character for the office to which they aspired, they were submitted by me to your Lordships as deserving apprenticeship.

I have considerable confidence in stating that most of the young persons already apprenticed in these schools will prove, when they have completed their full course of instruction and training, not only accomplished and well-instructed, but also apt and skilful teachers. You have already apprenticed in these schools nearly 200 of the cleverest, the most accomplished, the most amiable in disposition, and the steadiest in character among the pupils. You have placed them in a position singularly favourable to the development of their moral, their intellectual, and their religious character. There have been thrown up around them safeguards from some of the influences that make shipwreck of so many. They have been enabled to start in early youth with hearts full of hope and devoted to the work of their future lives, with monitors, and guardians, and guides at every step they take. Every inducement is held out to them to prove worthy of the encouragement they have received, and every aid is given them to become skilful members of a profession inherently noble, and which promises speedily to become both honour-worthy and honoured.

Method.—Nothing has pleased me more during my recent tours than the attempt made universally, in all our schools, and by all our teachers, to practice good methods of instruction; everywhere were they somewhat known, and everywhere were they somewhat practised with more or less success. During the first years I had the honour to hold the office of Inspector of Schools, I had frequently to report regarding some in which no attempt was made to communicate to the children more than

the mere elements of the ordinary branches of instruction. Numerous were the cases in which the teacher declared not only his unwillingness to adopt new methods, but his strong disapprobation, sometimes even his entire contempt, of them. Such a phenomenon is not now to be met with. All are on the alert. All are now attempting to obtain some knowledge of the various methods that have been recently so much talked of, and so minutely, if not always very successfully, expounded; and in almost every school are they found to be practised with some degree of skill.

It must, however, be said that few but the very ablest teachers have kept themselves free from the peculiarities and trammels of each system or method, and have adopted and continue to practise the excellencies of all. Here, as in higher regions of thought and speculation, the reputation of distinguished men has secured for them a devoted and admiring body of adherents and disciples.

There are already Schools of Popular Education, as well as Schools of Philosophy. In Scotland, and especially among the teachers of whom it is my duty to speak, there may be said to be two Schools having their own distinctive excellencies and peculiarities, and the earnest and devoted disciples of which are very strongly distinguished from one another, both in the views which they hold in regard to what constitutes a thoroughly satisfactory and complete course of instruction and training; in regard to what should be its markedly prominent features, and should therefore obtain from the master the largest share of his attention; and in regard to the *methods* in which the various departments should be brought to influence and form the character of the pupil, and thus direct and guide him throughout the journey of life.

In general terms, the one may be said to depend mainly, if not exclusively, upon *instruction*, while the other, recognising the importance of this, prizes far more highly a carefully conducted course of *moral training*. The one has embraced the *Intellectual System*, first expounded in this country in the account of the Edinburgh Sessional School, the other has drawn his convictions and views partly from the books of Mr. Stow, but mainly from the admirable embodiment of the views expounded in them, witnessed in daily operation in the Normal Seminary founded and superintended by that distinguished philanthropist and educationist. It is not meant that in the latter system the culture of the intellect does not receive a large amount of attention, any more than it is meant that in the former the moral and religious training of the pupil is undervalued or neglected. All that is indicated is, that under the one system the intellectual culture receives special attention, while under the other moral and religious training is looked

upon as the primary aim. And I think a close examination of both will prove that while the pupils of those schools conducted on the Intellectual System possess a larger measure of information, and have their intellectual faculties more fully developed and strengthened, the pupils of schools conducted on the Training System greatly excel them in habits of cleanliness, of strict order, cheerful obedience, earnest attention, and steady application. In other words, under the one system intellectual culture is the chief aim of the master, and under the other the object and means of moral training and discipline are his first care.

There can be little doubt as to the relative value of these results. And did not the present condition of the two Normal Seminaries of the Free Church prove that both series of results may be obtained under either system, it might be necessary to make a choice between them.

The history of the Glasgow Normal School proves, I think, that the intellectual development of the pupils may be carried, as far as is desirable or necessary, without interfering with their moral training and discipline. And the history of the Edinburgh Normal School also demonstrates, that by a gradual approximation towards the system of moral training, long in operation in Glasgow, the amount of instruction, and the degree of intellectual culture imparted, have not been diminished.

When called on to report on the Glasgow Normal Seminary, several years ago, I felt it necessary to point out what I then considered defects in the methods pursued, and to state, that the purely intellectual instruction was somewhat meagre and unsystematic. I then thought that some of the processes of instruction were so conducted as to induce habits of lax and careless thought; and that sufficient care was not taken to adapt particular processes to the degree of development reached by the class of pupils to whom they were applied. Since that period, I have had numerous opportunities of observing the whole series of operations conducted in that seminary, and while I have continued to be delighted with its external arrangements and aspect, and with the moral training and discipline by which the pupils are characterized, I have seen a most marked improvement in the mode of conducting the processes of intellectual culture, and a very great advance in respect of the information possessed by the children.

Again, in the Edinburgh Normal School, while I continue to find the intellectual department characterized by the same extent and accuracy of information, the same amount of mental energy, and the same admirable exposition of the rationale of the various subjects of instruction, I have observed a gradual, but very decided improvement, in the external aspect of the

school, in its internal arrangements, and in the cleanliness, cheerfulness, and order that pervade it. A thorough amalgamation is possible, without changing the character or impairing the value of what is really essential to either system. And surely, in education based upon the profoundest findings of philosophy,* an enlightened Eclecticism should, if possible, be realized.

And, until it has been *fully* realized and embodied in the two Normal Seminaries, we cannot hope for the speedy disappearance of the phenomenon that has led me to make these remarks, viz.,† an undue and irrational attachment to all the peculiarities, both in reality and form, attaching to particular methods or systems.

In regard, first, to the intellectual method, many of those who have been trained in the Edinburgh Normal Seminary, or who have seen this method practised by an able and accom-

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* "The true science of education implies a skilful observation of the past, and that long foresight of the future, which experience and judgment united afford. It is the art of seeing, not the immediate effect only, but the series of effects which may follow any particular thought or feeling, in the infinite variety of possible combinations—the art often of drawing virtue from apparent evil, and of averting evil that may arise from apparent good. It is, in short, the philosophy of the human mind applied practically to the human mind,—enriching it, indeed, with all that is useful or ornamental in knowledge, but at the same time giving its chief regard to objects of yet greater moment; averting evil, which all the sciences together could not compensate, or producing good, compared with which all the sciences together are as nothing."—*Dr. T. Brown's Lectures*, vol. i. p. 61.

"The art of education is the noblest, though, in proportion to its value, the least studied of all the arts."—*Ibid.* p. 62.

"The most essential objects of education are the two following:—First, to cultivate all the various principles of our nature, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and secondly, by watching over the impressions and associations which the mind receives in early life, to secure it against the influence of prevailing errors, and as far as possible to engage its prepossessions on the side of truth. It is only upon a philosophical analysis of the mind, that a systematical plan can be founded for the accomplishment of either of these purposes."—*Dugald Stewart's Elements*, p. 11.

† "Too much care cannot be bestowed on method, since on it success chiefly depends; but it is of importance not to be prejudiced in favour of an exclusive method, as several ways may equally lead to the same end, and as it may be useful to change means and conduct according to circumstances. 'The Sabbath was made for man,' says the gospel. It is the same with method, which should only be a means, and not an end.

"It is necessary to have method, without being entirely devoted to any particular system; it is to have principle and apply it with discernment; to proceed with order and regularity; not to go by chance, but to walk towards an end, following a road marked out beforehand. But to follow an exclusive system, borrowed from another, whether it be named from Pestalozzi or Jacotot, and to apply it obstinately, without making any distinction as to times or places, and without regard to persons and circumstances, is perhaps the greatest misfortune that can happen to teachers and pupils. There are no good methods but such as are applied freely and independently. Methodism is fatal everywhere, because in adhering to means the end is neglected. The best method supposes knowledge and experience; it can only be acquired by proper reflection and practice. Technical processes are to be learned as a trade; but the essential thing, even for these, is the spirit in which they are adopted; here, too, we must keep constantly in view the great principles of education, and be inspired by a true idea of the art of teaching."—*Willm, translated by Professor Nichol.*

plished master, with a fair amount of skill, have been fascinated by its minute analysis of words and forms of speech; by its searching examinations into the relations, grammatical and logical, between one part of a sentence and another; by its dazzling enumeration and stately array of high-sounding words, traceable and traced to the same simple primary root; by its careful and systematic exposition of the rationale of each educational process, and by the preternatural nimbleness it is sometimes found to give to some of the inferior and more early developed intellectual faculties. Fascinated by these, and attending to them alone, they seek no other excellencies; they forget that there are objects, even more worthy of regard, than is the culture of the intellect; that the term education, while it includes *that*, embraces, too, the development, not only of the physical frame, but of the moral and religious sentiments of man; and that the educational system or method that does not definitely aim at this manifold culture, and that has not carefully examined and elaborated, for itself, processes by which this culture may be efficiently given, is unsatisfactory and incomplete, and cannot be pronounced to be, in any high sense, successful.

Many of those, again, who have been trained at Glasgow, or who have embraced the views of its enlightened and singularly benevolent founder, are delighted with the admirable external apparatus,—the neatly-constructed and extensive gallery,—the elegant, spacious, and well-kept school-rooms, and the open, cheerful, shrub-adorned, and well-enclosed play-ground. Not less the objects of admiration are the skilfully contrived internal arrangements, the precision, quickness, and quiet with which all the school evolutions are performed; the cleanliness and tidiness of the children, the earnestness and attention with which they listen to their various lessons; the skill with which these lessons are imparted by the Rector and his accomplished coadjutors, and the extent of useful, interesting, and systematically arranged knowledge, which the pupils are found, upon examination, to possess. Here, too, in the fascinations of the system under which they have been trained, and with which they are best acquainted, if not blind to the excellencies, or even characteristics of every other, all but the very ablest among them are mainly attentive to the external and merely formal peculiarities by which the Training System is distinguished, and forget that, *in so far as the processes of intellectual instruction are concerned*, these peculiarities are for the most part merely forms or modes, in which it may be proper and desirable, occasionally, to present to the minds of children the objects of thought.

Hence, the undue value and prominence given, by almost all of them, to "Simultaneous" answering, to what has been

called the "Elliptical" method, to "Picturing out," to the "Training System" as distinguished, *in this department of the teacher's work*, from the Intellectual System.

In this concentration of the attention upon the peculiarly distinctive external features of both systems, do we find the explanation of the forgetfulness, by the admirers of each respectively, of the fact, that when any one of the processes of intellectual culture is conducted by an enlightened, a well-educated, and a truly skilful Teacher or Trainer, the process is, in all essential respects, and apart from the external apparatus and the distinctive peculiarity of form, identical. The object of the Teacher, in the one case, is to lodge and fix new truths in the minds of his pupils, in the most efficacious, and at the same time, in the most expeditious manner. The aim of the "Trainer," in the other case, is the same, and the means used by them respectively are not essentially different. When the one uses what has been called the Interrogative Method, the other employs what has been designated the Elliptical Method. When the one "explains," the other "pictures out." When the "Trainer" encourages and expects the whole gallery "Simultaneously" to fill up ellipses, or answer any question, or any series of questions, upon the lesson that has been carefully "pictured out," the Teacher, by means of different, and, it may be said, by not less efficacious expedients, ascertains that all have apprehended, and that all can carry away what has been "explained" and "taught." But it should ever be remembered that the Elliptical Method is only the Method Interrogative in another form;—that, to "picture out," is not in any essential respect, more recondite, more rational, more philosophical, than to "explain;"* that to "train," as applied to the subject of intellectual culture, includes nothing more than to "teach;" in a word, that these are not the peculiarities that favourably distinguish the Glasgow Normal Seminary from every other in the kingdom, and that entitle Mr. Stow, its distinguished founder, to the admiration, the love, and the gratitude of his countrymen.

Before leaving this subject, it may be proper to say that he best conducts the processes of intellectual culture, who combines, most judiciously, these various forms of presenting truths to the minds of his pupils: and that in nothing is the really able and skilful master more easily discriminated from the sciolist, and mere adherent to a method or system, than by his ability to interchange these forms at will, and, when one mode of presenting the illustration or statement of a new truth or fact to the mind, does not succeed in rivetting attention

* The latter is obviously more comprehensive than the former, and includes it—"explain" being the generic, while "picture out" is the specific term.

and in securing its clear and vivid apprehension, to have recourse instantly, and with perfect naturalness and ease, to another and more suitable expedient. This is the true test of a skilful teacher; and, in the hands of such a man, the conduct of the processes of intellectual instruction will include the chief formal peculiarities of every rational method that has been propounded. Nothing can give this mastery of methods, but a complete and philosophical examination and a thoroughly intelligent appreciation of all. And to this lofty exercise, it is most desirable that the aspiring teacher should immediately and strenuously address himself.

Organization.—In very few of the schools now reported on had a complete and satisfactory organization been reached. Indeed, the want of this mainly operated in inducing the managers and teachers to apply to your Lordships for the apprenticeship of pupil-teachers in their schools. And I have considerable hope that in most of those in which pupil-teachers are now employed, will a gradual and somewhat speedy approximation be made to the highest and most satisfactory form of organization.

It may not be amiss to give a brief statement of the general principles that ought to regulate the teacher in his endeavours to attain this.

It should ever be remembered, that the great object or aim of all these endeavours is, that each pupil shall be properly and usefully occupied during the whole time he is in the school-room. From this it is obvious, that the basis of a good school organization must be a careful and discriminating classification of the pupils.* And to this, as a preliminary, the teacher cannot give too earnest attention and care. Nothing whatever should be permitted to regulate this classification, but a minute examination of the mental development and the technical acquirements of each child. The teacher's attention should, in the first place, be exclusively directed to the pupil's attainments in English, and, in the case of the elder and more advanced scholars, some regard may properly be had to their progress in the cognate branches of Grammar and Geography. The classification should, in the first instance, be regulated by

* "The first element of superiority in a Prussian school,—and one whose influence extends throughout the whole subsequent course of instruction, consists in the proper classification of the scholars."—*Horace Mann's Report*, p. 92.

"The great question in the management of schools is, not how you can take one scholar and lead him forward most rapidly in a prescribed course, but how you can classify and arrange numbers, comprising every possible variety, both as to knowledge and capacity, so as to carry them all forward effectually together. The whole business of public instruction, if it goes on at all, must go on by the teacher's skill in multiplying his power by acting on numbers at once."—*Abbott's Teacher.*

the results, carefully noted and ascertained, of this examination. In every elementary school, whatever be the number of pupils in attendance, it will be found that these results may justify the teacher in arranging his scholars in Four, or at most, in Five distinct Reading Classes. The variety of mental development, characterizing any given number of children, varying from five to fourteen years of age, and attending our ordinary elementary schools, will not be such as to render it improper that they should be so arranged while prosecuting their studies in English, Grammar, and Geography. And though the difference, in point of extent and variety of technical attainment between the pupils, occupying the first places in any particular class, and those whose level is near the bottom, may appear for a time too great, and the gap or interval between them, in this respect, may at first seem too wide, this disparity will gradually, and in many cases very rapidly, disappear, and on account of other counter-balancing advantages attending such a classification, to enumerate which would occupy too much space, and which are, perhaps, so obvious as not to need enumeration, a more rapid and more satisfactory progress will be made, and a greatly more systematic and complete body of knowledge will be communicated than could have been given, had the classes been more numerous, or the divisions and subdivisions more minute.

This classification of the pupils having been made, the next object that the teacher should diligently aim at, is to make such arrangements, and to adopt such expedients as will enable him, properly and usefully, to occupy each of the classes.

In our higher elementary schools, this is accomplished by having an adult teacher appointed to preside over and conduct the instruction and training of each class. This is the best form of organization. But such an organization we cannot obtain in most of our ordinary elementary schools. The aim of the teacher, however, should be to approach as nearly as possible to this. And he should constantly and most carefully test the excellency of the organization of his own school by a reference to this as a standard, and by a comparison of the results which he himself obtains with those which he knows to have been reached by means of this arrangement.

Without dwelling upon other means of gradually approximating to this standard, it is sufficient to mention that, in several of the schools in which your Lordships have consented to the apprenticeship of an adequate number of pupil-teachers, a rapid and very marked improvement in respect of organization may be confidently anticipated.

In all the schools in which four or five pupil-teachers have been apprenticed, the best form of organization may be instantly

adopted. And though it would be unfair and unreasonable to expect the same high and satisfactory results from the labours of these young, and as yet unskilled teachers, as we are justified in looking for from the labours of adult and well-trained masters, it is not unreasonable to expect, in the pupils of schools so equipped, a very rapid and a very decided improvement, both in training and instruction.

Confining our attention, as yet, to the instructions in English, Grammar, and Geography; and assuming that all the pupils in the school have been carefully arranged in five classes for the prosecution of their studies in these branches, and that, for the management and instruction of each class, a pupil-teacher has been provided, it is all-important* for the teacher next clearly to define to himself, and for his own guidance, the nature of the instruction to be given to each class, the time to be devoted to each branch, the order in which the various branches should be studied, and the expedients to be adopted, by which the whole work of the school-room may be made to go on quietly and harmoniously.

Each of these particulars will be different in each class. The expedients that must be adopted to keep up cheerful obedience, earnest attention, and steady application in the younger classes, are not more different from those that should be employed, for the same purposes, in the classes that are higher and more advanced, than the branches to be taught in them, the time to be devoted to each branch, and the order in which the various branches must be studied.

Much of the comfort of the teacher depends upon the care and wisdom with which he determines the nature and the variety of the expedients to be used, for these important purposes, by the *younger sections* of his pupils; and upon his choice of them will also depend, to a great extent, the internal discipline and order of his school, the moral training of his pupils, and their progress in intellectual culture and attainment.

These principles having been carefully considered, these arrangements made, and these expedients determined and chosen, it only remains to be said, that not more than four, and not less than three hours, should be given daily to the study of these branches, viz., English (including Religious Instruction), Grammar, and Geography. The school during these hours is an English School, and the master a Teacher of English; and, with his whole attention concentrated upon these branches, with all

* "Intellectual education has a two-fold object: first, the development of the intellectual powers; and second, the communication of knowledge. The mere communication of a certain amount of knowledge, seems to be the object of a great deal of what passes for good education. But the matter of acquisition being ill-selected, and the laws of the human intellect disregarded in the mode of presenting it to the mind, it happens that even this object is most imperfectly attained.—*Lalor's Prize Essay*, p. 17.

ter and particularly by already-developing or already-developed aptitude for teaching, gave good promise of becoming, through a prolonged and well-regulated course of instruction and training, accomplished and skilful teachers, as well as amiable, upright, and conscientious men; and, Secondly, to ascertain the moral and religious character, as well as the professional acquirements and skill of the masters; and, Thirdly, to determine whether their schools, in point of organization and discipline, were such as to justify me in recommending that pupil-teachers should be apprenticed in them, and might be expected to be so instructed and trained, as to be prepared for entering with advantage upon a course of higher instruction and training in a Normal School, at the termination of their apprenticeship.

In regard to the masters, I was careful, before I ventured to recommend your Lordships to apprentice pupil-teachers in their schools, to satisfy myself that their professional acquirements were precise and accurate, if not also varied and extensive, solid and well arranged, if not brilliant and comprehensive; and as to their skill and other professional qualifications, that they were tolerably well trained, somewhat acquainted with good methods, zealous in the discharge of the duties of their office, lively and cheerful in temper and disposition, and calm, vigorous, or energetic in character. In these respects, the teachers of the schools in which your Lordships have consented, on my recommendation, to the apprenticeship of pupil-teachers, are deserving of commendation, and entitled to the confidence of all interested in the young persons entrusted to their care.

The schools, too, in respect of organization and discipline, furnish fair specimens of what, with the means at the disposal of the teachers, and the amount and variety of work to be overtaken by them, it is either fair or reasonable to expect them to be. The aid of their young assistants will enable the teachers gradually to approximate to, and ultimately to realize such forms of organization as are to be found, as yet, only in our highest class of elementary schools, and in our best endowed, or most liberally maintained high schools and academies. It will also induce and facilitate a more earnest and systematic attention to a truly enlightened discipline, a clearer and steadier apprehension of the great object to which such discipline should be directed, a more deliberate examination of the means by which this object can be best attained, and a more careful, continuous, and persistent application of these means to the realization of that object. To ascertain and measure, with some degree of precision, the attainments and talents of the candidates, they were placed, at my request, in the highest class of the school, and without having been pointed out to me, were subjected, along with the whole class, to a prolonged, minute, and searching *oral* examination. And it was only at the con-

clusion of this process, during which I had an opportunity of carefully marking the characteristics, both of intellect and disposition, by which the best scholars had distinguished themselves, that I proceeded to point out to the managers and teachers, the pupils that seemed to me, in point of attainments, well fitted for the important office of pupil-teacher.

It affords an evidence of the intelligence and perspicacity with which the teachers and managers had selected the pupils for whose apprenticeship they had made application to your Lordships, and of the purity of intention and honesty of aim by which they were actuated in seeking for them this benefit, that in almost every case, those presented by them as candidates, were selected by me as the best in disposition, in attainments, and in talent. The next subject of inquiry was their aptitude for teaching; and in regard to this, I found that the master's judgment had been carefully, and in most cases, judiciously formed. They were then subjected to the *written* examination prescribed by your Lordships, and on being recommended by the managers as fitted in point of moral and religious character for the office to which they aspired, they were submitted by me to your Lordships as deserving apprenticeship.

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upon as the primary aim. And I think a close examination of both will prove that while the pupils of those schools conducted on the Intellectual System possess a larger measure of information, and have their intellectual faculties more fully developed and strengthened, the pupils of schools conducted on the Training System greatly excel them in habits of cleanliness, of strict order, cheerful obedience, earnest attention, and steady application. In other words, under the one system intellectual culture is the chief aim of the master, and under the other the object and means of moral training and discipline are his first care.

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When called on to report on the Glasgow Normal Seminary, several years ago, I felt it necessary to point out what I then considered defects in the methods pursued, and to state, that the purely intellectual instruction was somewhat meagre and unsystematic. I then thought that some of the processes of instruction were so conducted as to induce habits of lax and careless thought; and that sufficient care was not taken to adapt particular processes to the degree of development reached by the class of pupils to whom they were applied. Since that period, I have had numerous opportunities of observing the whole series of operations conducted in that seminary, and while I have continued to be delighted with its external arrangements and aspect, and with the moral training and discipline by which the pupils are characterized, I have seen a most marked improvement in the mode of conducting the processes of intellectual culture, and a very great advance in respect of the information possessed by the children.

Again, in the Edinburgh Normal School, while I continue to find the intellectual department characterized by the same extent and accuracy of information, the same amount of mental energy, and the same admirable exposition of the rationale of the various subjects of instruction, I have observed a gradual, but very decided *improvement*, in the external aspect of the

school, in its internal arrangements, and in the cleanliness, cheerfulness, and order that pervade it. A thorough amalgamation is possible, without changing the character or impairing the value of what is really essential to either system. And surely, in education based upon the profoundest findings of philosophy,* an enlightened Eclecticism should, if possible, be realized.

And, until it has been *fully* realized and embodied in the two Normal Seminaries, we cannot hope for the speedy disappearance of the phenomenon that has led me to make these remarks, viz.,† an undue and irrational attachment to all the peculiarities, both in reality and form, attaching to particular methods or systems.

In regard, first, to the intellectual method, many of those who have been trained in the Edinburgh Normal Seminary, or who have seen this method practised by an able and accom-

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* "The true science of education implies a skilful observation of the past, and that long foresight of the future, which experience and judgment united afford. It is the art of seeing, not the immediate effect only, but the series of effects which may follow any particular thought or feeling, in the infinite variety of possible combinations—the art often of drawing virtue from apparent evil, and of averting evil that may arise from apparent good. It is, in short, the philosophy of the human mind applied practically to the human mind,—enriching it, indeed, with all that is useful or ornamental in knowledge, but at the same time giving its chief regard to objects of yet greater moment; averting evil, which all the sciences together could not compensate, or producing good, compared with which all the sciences together are as nothing."—*Dr. T. Brown's Lectures*, vol. i. p. 61.

"The art of education is the noblest, though, in proportion to its value, the least studied of all the arts."—*Ibid.* p. 62.

"The most essential objects of education are the two following:—First, to cultivate all the various principles of our nature, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and secondly, by watching over the impressions and associations which the mind receives in early life, to secure it against the influence of prevailing errors, and as far as possible to engage its prepossessions on the side of truth. It is only upon a philosophical analysis of the mind, that a systematical plan can be founded for the accomplishment of either of these purposes."—*Dugald Stewart's Elements*, p. 11.

† "Too much care cannot be bestowed on method, since on it success chiefly depends; but it is of importance not to be prejudiced in favour of an exclusive method, as several ways may equally lead to the same end, and as it may be useful to change means and conduct according to circumstances. 'The Sabbath was made for man,' says the gospel. It is the same with method, which should only be a means, and not an end.

"It is necessary to have method, without being entirely devoted to any particular system; it is to have principle and apply it with discernment; to proceed with order and regularity; not to go by chance, but to walk towards an end, following a road marked out beforehand. But to follow an exclusive system, borrowed from another, whether it be named from Pestalozzi or Jacotot, and to apply it obstinately, without making any distinction as to times or places, and without regard to persons and circumstances, is perhaps the greatest misfortune that can happen to teachers and pupils. There are no good methods but such as are applied freely and independently. Methodism is fatal everywhere, because in adhering to means the end is neglected. The best method supposes knowledge and experience; it can only be acquired by proper reflection and practice. Technical processes are to be learned as a trade; but the essential thing, even for these, is the spirit in which they are adopted; here, too, we must keep constantly in view the great principles of education, and be inspired by a true idea of the art of teaching."—*Willm*, translated by Professor Nichol.

plished master, with a fair amount of skill, have been fascinated by its minute analysis of words and forms of speech; by its searching examinations into the relations, grammatical and logical, between one part of a sentence and another; by its dazzling enumeration and stately array of high-sounding words, traceable and traced to the same simple primary root; by its careful and systematic exposition of the rationale of each educational process, and by the preternatural nimbleness it is sometimes found to give to some of the inferior and more early developed intellectual faculties. Fascinated by these, and attending to them alone, they seek no other excellencies; they forget that there are objects, even more worthy of regard, than is the culture of the intellect; that the term education, while it includes *that*, embraces, too, the development, not only of the physical frame, but of the moral and religious sentiments of man; and that the educational system or method that does not definitely aim at this manifold culture, and that has not carefully examined and elaborated, for itself, processes by which this culture may be efficiently given, is unsatisfactory and incomplete, and cannot be pronounced to be, in any high sense, successful.

Many of those, again, who have been trained at Glasgow, or who have embraced the views of its enlightened and singularly benevolent founder, are delighted with the admirable external apparatus,—the neatly-constructed and extensive gallery,—the elegant, spacious, and well-kept school-rooms, and the open, cheerful, shrub-adorned, and well-enclosed play-ground. Not less the objects of admiration are the skilfully contrived internal arrangements, the precision, quickness, and quiet with which all the school evolutions are performed; the cleanliness and tidiness of the children, the earnestness and attention with which they listen to their various lessons; the skill with which these lessons are imparted by the Rector and his accomplished coadjutors, and the extent of useful, interesting, and systematically arranged knowledge, which the pupils are found, upon examination, to possess. Here, too, in the fascinations of the system under which they have been trained, and with which they are best acquainted, if not blind to the excellencies, or even characteristics of every other, all but the very ablest among them are mainly attentive to the external and merely formal peculiarities by which the Training System is distinguished, and forget that, *in so far as the processes of intellectual instruction are concerned*, these peculiarities are for the most part merely forms or modes, in which it may be proper and desirable, occasionally, to present to the minds of children the objects of thought.

Hence, the undue value and prominence given, by almost all of *them, to* "Simultaneous" answering, to what has been

called the "Elliptical" method, to "Picturing out," to the "Training System" as distinguished, *in this department of the teacher's work*, from the Intellectual System.

In this concentration of the attention upon the peculiarly distinctive external features of both systems, do we find the explanation of the forgetfulness, by the admirers of each respectively, of the fact, that when any one of the processes of intellectual culture is conducted by an enlightened, a well-educated, and a truly skilful Teacher or Trainer, the process is, in all essential respects, and apart from the external apparatus and the distinctive peculiarity of form, identical. The object of the Teacher, in the one case, is to lodge and fix new truths in the minds of his pupils, in the most efficacious, and at the same time, in the most expeditious manner. The aim of the "Trainer," in the other case, is the same, and the means used by them respectively are not essentially different. When the one uses what has been called the Interrogative Method, the other employs what has been designated the Elliptical Method. When the one "explains," the other "pictures out." When the "Trainer" encourages and expects the whole gallery "Simultaneously" to fill up ellipses, or answer any question, or any series of questions, upon the lesson that has been carefully "pictured out," the Teacher, by means of different, and, it may be said, by not less efficacious expedients, ascertains that all have apprehended, and that all can carry away what has been "explained" and "taught." But it should ever be remembered that the Elliptical Method is only the Method Interrogative in another form;—that, to "picture out," is not in any essential respect, more recondite, more rational, more philosophical, than to "explain;"* that to "train," as applied to the subject of intellectual culture, includes nothing more than to "teach;" in a word, that these are not the peculiarities that favourably distinguish the Glasgow Normal Seminary from every other in the kingdom, and that entitle Mr. Stow, its distinguished founder, to the admiration, the love, and the gratitude of his countrymen.

Before leaving this subject, it may be proper to say that he best conducts the processes of intellectual culture, who combines, most judiciously, these various forms of presenting truths to the minds of his pupils: and that in nothing is the really able and skilful master more easily discriminated from the sciolist, and mere adherent to a method or system, than by his ability to interchange these forms at will, and, when one mode of presenting the illustration or statement of a new truth or fact to the mind, does not succeed in rivetting attention

* The latter is obviously more comprehensive than the former, and includes it—"explain" being the generic, while "picture out" is the specific term.

and in securing its clear and vivid apprehension, to have recourse instantly, and with perfect naturalness and ease, to another and more suitable expedient. This is the true test of a skilful teacher; and, in the hands of such a man, the conduct of the processes of intellectual instruction will include the chief formal peculiarities of every rational method that has been propounded. Nothing can give this mastery of methods, but a complete and philosophical examination and a thoroughly intelligent appreciation of all. And to this lofty exercise, it is most desirable that the aspiring teacher should immediately and strenuously address himself.

Organization.—In very few of the schools now reported on had a complete and satisfactory organization been reached. Indeed, the want of this mainly operated in inducing the managers and teachers to apply to your Lordships for the apprenticeship of pupil-teachers in their schools. And I have considerable hope that in most of those in which pupil-teachers are now employed, will a gradual and somewhat speedy approximation be made to the highest and most satisfactory form of organization.

It may not be amiss to give a brief statement of the general principles that ought to regulate the teacher in his endeavours to attain this.

It should ever be remembered, that the great object or aim of all these endeavours is, that each pupil shall be properly and usefully occupied during the whole time he is in the school-room. From this it is obvious, that the basis of a good school organization must be a careful and discriminating classification of the pupils.* And to this, as a preliminary, the teacher cannot give too earnest attention and care. Nothing whatever should be permitted to regulate this classification, but a minute examination of the mental development and the technical acquirements of each child. The teacher's attention should, in the first place, be exclusively directed to the pupil's attainments in English, and, in the case of the elder and more advanced scholars, some regard may properly be had to their progress in the cognate branches of Grammar and Geography. The classification should, in the first instance, be regulated by

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* "The first element of superiority in a Prussian school,—and one whose influence extends throughout the whole subsequent course of instruction, consists in the proper classification of the scholars."—*Horace Mann's Report*, p. 92.

"The great question in the management of schools is, not how you can take one scholar and lead him forward most rapidly in a prescribed course, but how you can classify and arrange numbers, comprising every possible variety, both as to knowledge and capacity, so as to carry them all forward effectually together. The whole business of public instruction, if it goes on at all, must go on by the teacher's skill in multiplying his power by acting on numbers at once."—*Abbott's Teacher.*

the results, carefully noted and ascertained, of this examination. In every elementary school, whatever be the number of pupils in attendance, it will be found that these results may justify the teacher in arranging his scholars in Four, or at most, in Five distinct Reading Classes. The variety of mental development, characterizing any given number of children, varying from five to fourteen years of age, and attending our ordinary elementary schools, will not be such as to render it improper that they should be so arranged while prosecuting their studies in English, Grammar, and Geography. And though the difference, in point of extent and variety of technical attainment between the pupils, occupying the first places in any particular class, and those whose level is near the bottom, may appear for a time too great, and the gap or interval between them, in this respect, may at first seem too wide, this disparity will gradually, and in many cases very rapidly, disappear, and on account of other counter-balancing advantages attending such a classification, to enumerate which would occupy too much space, and which are, perhaps, so obvious as not to need enumeration, a more rapid and more satisfactory progress will be made, and a greatly more systematic and complete body of knowledge will be communicated than could have been given, had the classes been more numerous, or the divisions and subdivisions more minute.

This classification of the pupils having been made, the next object that the teacher should diligently aim at, is to make such arrangements, and to adopt such expedients as will enable him, properly and usefully, to occupy each of the classes.

In our higher elementary schools, this is accomplished by having an adult teacher appointed to preside over and conduct the instruction and training of each class. This is the best form of organization. But such an organization we cannot obtain in most of our ordinary elementary schools. The aim of the teacher, however, should be to approach as nearly as possible to this. And he should constantly and most carefully test the excellency of the organization of his own school by a reference to this as a standard, and by a comparison of the results which he himself obtains with those which he knows to have been reached by means of this arrangement.

Without dwelling upon other means of gradually approximating to this standard, it is sufficient to mention that, in several of the schools in which your Lordships have consented to the apprenticeship of an adequate number of pupil-teachers, a rapid and very marked improvement in respect of organization may be confidently anticipated.

In all the schools in which four or five pupil-teachers have been apprenticed, the best form of organization may be instantly

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his faculties directed to the management and organization of an English School, he may be expected, and in most cases will be found, to be capable of rendering his instructions precise, systematic, comprehensive, and successful.

For the study of Arithmetic, Algebra, and Geometry, again, another classification is necessary; and it is needful to devote another hour to these branches. Here, too, the classification should be made with the utmost care and discrimination; so that while the teacher is engaged in explaining and illustrating *principles* to one class, each of the other classes may be diligently employed under a pupil-teacher in working prescribed sums in rules, the *rationale* of which has been already minutely and carefully explained by the master. In a word, during these hours the school should be a School for Arithmetic and its cognate branches, and the master a teacher of those branches, and those branches only.

To Writing and Drawing, also, which should be studied *simultaneously*,* a separate hour should be devoted, and during this hour the master should be a Teacher of Writing and Drawing, and the school exclusively a Writing and Drawing School.

All my experience and observation justify me in affirming that, it is only when some such arrangements have been made that fully satisfactory results have been obtained.

In schools where other and higher branches are taught, such as Latin, Greek, French, &c., it is obvious that instruction in these cannot be efficiently given, while the master is liable to be called upon to attend to other and totally different subjects. The principle regulating this, as well as every other part of the organization is, that the master should be able to devote himself exclusively to one branch, or at least, to one series of cognate branches at one time. And this renders it absolutely necessary that the study of these higher subjects should be superintended and conducted by him at a separate hour, with his mind undiverted and unharassed by other demands upon its exertions.

It may be useful to condense what has been said in regard to organization, and to present the results in a tabular form. Such a table would contain the following arrangements:—

Extra branches (in summer)	8	to 9	A.M.
Writing and drawing	9	,, 10	,,
Religious instruction	10	,, 11	,,
English, grammar, and geography	11	,, 12	,,
Interval	12	,, 1	P.M.
English, grammar, and geography	1	,, 3	,,
Arithmetic, algebra, and geometry	3	,, 4	,,
Extra branches (in winter)	4	,, 5	,,

* "Such excellent hand-writing as I saw in the Prussian schools, I never saw before. *I can hardly express myself too strongly on this point.* In Great Britain, France, or *in our own country*, I have never seen any schools worthy to be compared with them

If the principles that ought to regulate the classification have been thoroughly understood and carefully applied, and especially if the teacher has introduced the various expedients that are calculated to excite the interest and sustain the attention of the younger sections of his pupils, he will not find much difficulty in at once making the arrangements here described. And he should ever remember, that his success in attaining the objects in view will be proportional to the amount of care and wisdom which he has exercised in his determination of the branches assigned for study to each class, the order and method in which the study of these branches is prosecuted, the time devoted to each of them respectively, and the suitableness of the expedients introduced to give such a variety of physical, as well as of mental exercise, as may be requisite to occupy and interest the minds of his pupils.

Before leaving this subject, let me again advert to the importance of introducing into *the younger classes* such expedients as may keep them interested, diligent, quiet, and cheerful, when the alphabet or other less elementary lesson has been given. The enlightened teacher will at once perceive that the means to be used for these purposes *in the younger classes*, must be more numerous and more difficult to be determined, than those provided for the elder and more advanced pupils. While the curiosity of the former is more easily excited, it is also more easily and more speedily gratified. While their attention is attracted by every novelty, every change of object speedily diverts it. While their faculties can easily be interested and exercised, they can as easily be exhausted and compelled to seek repose. So that when the teacher has succeeded in rightly ascertaining and measuring accurately the development of their intellectual powers, and in introducing such mental exercise as will pleasurably employ, without jading and stretching them; and in mingling with these, in due measure, such physical movements as will keep their "microcosms" in cheerful and healthful play, these classes will be the busiest, as well as the most cheerful, and the most truly happy. When he does not succeed in this, they cannot fail to be either the noisiest and the idlest, or the least happy and the least cheerful in the school-room. His failure will entail upon himself much discomfort, and, depriving them of much pure and useful enjoyment, will render them either uninterested, drowsy, and, perhaps, somnolent members of the little society; or very active, very ingenious, very fanciful, and, to all but the master, most amusing disturbers of the peace.

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in this respect . . . . This excellence must be referred in a great degree to the universal practice of learning to draw contemporaneously with learning to write."—*Horace Mann's Report*, pp. 126-7.

"Without drawing there can be no writing."—*Pestalozzi.*

It is believed that, in schools in which a sufficient number of pupil-teachers has been apprenticed, and to which are attached convenient and well-furnished play-grounds, the difficulties in the way of a satisfactory organization will be found to be neither great nor many. And in schools where such assistance and accommodations have not been provided, the master, by a careful attention to what has been said, by a steady application of the principles here so briefly and so very imperfectly stated, and by a wise selection of expedients for the maintenance of obedience, order, attention, and application, cannot fail in greatly improving his school, both in organization and in discipline.

I have thought it proper, my Lords, to submit these statements in my General Report, in the hope that the teachers and managers of the schools now spoken of may be induced to give more earnest attention to this subject. Every enlightened teacher knows that, upon the completeness and perfection of the organization of his school, depends, to a very large extent, all satisfactory progress, and that, until a good organization has been reached, no very high and important results can be obtained. Many teachers, indeed, exhibit great industry, zeal, and perseverance in the discharge of their duties, and show very considerable skill in conducting the various processes of instruction, whose schools, in point of organization and discipline, cannot be spoken of favourably. In all such cases there prevails a want of order, unity, and design in the school arrangements; and considerable as the attainments possessed by many of the pupils in their schools may be, they have been reached by an amount of labour on the part of both master and pupils, which, if wisely expended in the one case, and skilfully directed in the other, would have rendered them greater in amount, as well as more accurate, more precise, and more systematic.

Discipline.—An imperfect discipline is the necessary result and invariable attendant of an imperfect or ill-adjusted organization. In very many of the schools the discipline was mild and firm; but the extent and importance of its object, and the manifold means by which that object may be reached, were in very many cases most imperfectly apprehended. Seldom did the teacher's aim extend beyond the maintenance of external order, including silence and obedience to command. Little attention was given to training to habits of personal cleanliness and neatness, to politeness and courtesy of manner, and to the propriety and beauty of a quiet, simple, cheerful, and modest demeanour. Seldom were the school evolutions performed with that precision, quickness, quiet, and order, which are in themselves so pleasing, and which are the means of training to valuable and lasting results upon the character. And in very

few cases did the school-room present the appearance of cleanliness, cheerfulness, and silent, though earnest, activity that ought always to characterize it.

I trust our teachers will give to this subject more attention. It cannot be denied—it ought to be loudly proclaimed—that in Scotland our school-rooms, in respect of cleanliness, of neatness, and elegance of internal arrangement, and of everything that is calculated to "please the eye," are far inferior, nay, present very generally a marked contrast, to the same class of schools in England; while the pupils, in personal neatness and cleanliness, and in the proprieties of external manner, cannot be compared with the same classes of children in attendance upon the elementary schools in several other countries. This is very much to be ascribed to the notion which has been so long prevalent among us, that intellectual culture and discipline ought to be the primary aim of the teacher, and that moral discipline and training deserve only a secondary and very inferior claim upon his attention. It is needless now to say that there cannot be a greater mistake; and it is cheering to know that in many of the schools now reported on, both subjects shall have obtained, even while I write, their proper share of attention from the teachers, and their proper place in the school course.

Examination for Certificates of Merit.—Nearly half of my time, since my appointment in 1848, has been occupied in conducting these examinations, or in work directly connected with and resulting from them. The first series of these examinations took place in May and June, 1848, at Edinburgh, Glasgow, Aberdeen, and Inverness respectively. At Edinburgh there were 65 candidates; at Glasgow, 24; at Aberdeen, 18; and at Inverness, 13; in all 120 candidates. The examination at each place lasted a week.

The second series of examinations took place in September and October, 1848, at Edinburgh, Glasgow, Aberdeen, Inverness, and Wick. The examinations at each place again occupied a week. The number of candidates on this occasion was, at Edinburgh, 53; at Glasgow, 25; at Aberdeen, 18; at Inverness, 13; and at Wick, 8; in all 117 candidates.

An opportunity of being examined was afforded to female teachers in April, 1849. This examination, which lasted a week, was held at Edinburgh, and was attended by 11 candidates.

Another series of examinations took place in September and October, 1849, at Glasgow, Edinburgh, Aberdeen, and Inverness. A week was occupied at each of these places in the examination of male candidates. The numbers attending at Glasgow on this occasion being 17; at Edinburgh, 38; at Aberdeen, 5; and at Inverness, 11. Another week was occupied at Glasgow and Aberdeen respectively in the examination

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of female candidates, of whom 16 attended at Glasgow, and 4 at Aberdeen. Sixteen weeks, or four months, have been occupied in conducting these examinations, at which there were in all 71 male candidates and 20 female candidates.

The examination papers of the 237 male candidates who were examined in May, June, September, and October, 1848, and of the 11 female candidates who were examined in April, 1849, have been carefully reviewed by me, and fully reported on to your Lordships; and I have since received official intimation of your decision in regard to them.

It appears that since my appointment I have examined and reported on the written papers of 248 candidates.* and have conducted the examination of 91 candidates,† without having reviewed or reported on their written papers.

Of 248 candidates, 237 male and 11 female, 129, or somewhat more than the half, have obtained from your Lordships certificates of merit. Three have been placed in the first class, 48 in the second class, and 71 in the third or lowest class. It may be proper to notice that one of the three gentlemen who have obtained the First Class Certificate of Merit has been placed by your Lordships in the first division of the first class, a higher rank than has been reached by any other candidate throughout the empire.

It is also worthy of observation here, as indicating the extent

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* It is proper here to state my deep obligations to some professional friends, who, at my request, reviewed, in the first instance, the papers of the 117 candidates who were examined during the months of September and October. Other engagements, most pressing and important, prevented me from bestowing such time upon the examination of these as to enable me to report upon them to your Lordships within a reasonable period. As it was, much too long a period was permitted to elapse between the examination and the announcement of your Lordships' decision in regard to it. This was owing entirely to me. I was prevented by other very urgent calls upon my time and attention, from more speedily overtaking this portion of my work. The arrangements which have been made by your Lordships, in regard to the more regular distribution of the Inspector's work, will enable me hereafter to present my reports within a reasonable period from the date of the examination.

The arrangements which were made by me for the examination of the *written* answers were as follows, viz.—The papers on Religious Knowledge, English, Geography, and History, were reviewed by Alexander Reid, Esq., LL.D., Rector of the Circus Place School, Edinburgh; those on Geometry, Algebra, Mechanics, Practical Mathematics, and Trigonometry, by James Gloag, Esq., LL.D., of the Edinburgh Academy; those on Latin and Greek by William Gunn, Esq., LL.D., of the Edinburgh High School; and those on Astronomy, by Charles E. Wilson, Esq., of the Glasgow Academy; the remainder were carefully examined by me.

All the papers were again minutely gone over by me, not with the view of altering the decisions of the above-named gentlemen, but for the purpose of enabling me to speak from personal knowledge of the technical acquirements of those upon whose qualifications in respect of manner, ability, and skill in teaching, I was required to report to your Lordships. The care and judgment with which the papers had been examined in the first instance, rendered my review of them a very easy and rapid process.

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and value of the course of instruction given in the Normal Schools of the Free Church, that of the above-named total number of candidates, 34 were students of the Free Church Edinburgh Normal Seminary,* 5 of whom obtained the second-class certificate of merit, while to 14 was adjudged the certificate of the third class; and that 11 were students of the Free Church Glasgow Normal Seminary, 2 of whom were placed in the second, and 9 in the third class.

I now proceed to make a few remarks on (1) the preparation of the examination papers; (2), the spirit and manner in which the examination was conducted; (3), the review of the written papers of the candidates; (4), the mode in which the practical skill of the candidates was tested and determined; and (5), the influence that these examinations may be expected to have both upon the successful and unsuccessful candidates.

1. The preparation of the printed examination papers. This duty was delegated by your Lordships to my colleague and me. I am most anxious to embrace this opportunity of stating the views and feelings by which I was actuated in attempting to discharge aright this difficult and somewhat delicate task. The subjects of examination, and the standard of attainment required for the various classes of certificates of merit, were very precisely and accurately defined and determined in the letter dated February, 1848, and addressed by your Lordships' Secretary to my colleague and me. While, therefore, careful to include in my series of questions each of the subjects there specified, and to frame the questions on each subject in exact relation to the standard prescribed, I anxiously endeavoured to avoid the insertion of any merely puzzling question, and aimed at rendering all of them such as would give an opportunity to the advanced student or scholar of showing the completeness of his attainments within the standard prescribed, and at the same time enable me to ascertain with some precision whether the standard had been fairly reached by the younger or less advanced candidate. For this purpose I attempted to select those parts of each particular branch, a thorough knowledge of which is absolutely necessary to the student in the further prosecution of the subject, and the mastery of which at the same time presumes and includes the possession of a variety of subordinate and dependent knowledge. Those parts of each branch having been carefully fixed upon, such a series of questions was attempted to be framed upon them as might probably elicit from the candidate proofs of the thoroughness of his preparation and mastery of those parts, and at the same time

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In conducting the examination I earnestly endeavoured to catch the spirit, and to be regulated by the feelings expressed in that letter. I was most anxious to bear in mind the peculiarly delicate relation in which I was placed towards men, many of them my seniors, many long and most honourably engaged in the work of teaching, and not a few of them well known to be among the most zealous, and not the least able, of the elementary teachers of Scotland. I most deeply felt that the consideration of our relative positions on that occasion might well generate in me feelings of kindest sympathy, of unfeigned humility, as well as of deep and most solemn responsibility.

The general conduct of the candidates throughout the examination, was such as to show that they were the worthy objects of your Lordships' sympathy and anxiety. And I am sure that, with few exceptions, they will ultimately prove worthy of all the aid and encouragement at the disposal of your Lordships.

3. In reviewing the written papers of the candidates, it is perhaps needless to say, that I exercised my best judgment and care. In order to enable me to ascertain, as precisely as possible, the merit of every particular answer, I affixed a certain value to each of the examination papers, attaching also a certain value to a perfect answer to each of the questions contained in it. The questions were, of course, valued according to their supposed difficulty. A careful examination of the written exercises enabled me to adjudge to every answer a certain value, regulated according to the standard above indicated. These values were then carefully recorded in a tabular form; and these tables served as the basis of my reports to your Lordships, on the written answers of the candidates. In framing these

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4. It remains to speak of the manner in which their ability and skill in teaching were ascertained and proved. Whatever may be a teacher's attainments, and whatever the talent he may possess, if deficient in professional tact and skill, he must be regarded as ill-fitted for the work allotted to him. To these elements of professional qualification, therefore, your Lordships have attached much prominence and value, and have directed your Inspectors to give them special attention, and to report on them with much minuteness and care. We were instructed to spend a considerable time each day in hearing the various candidates teach a class, and to report to your Lordships regarding the ability exhibited by each candidate during this trial of skill in practical teaching.

From my intimate knowledge of most of the candidates who appeared before me for examination, I had no difficulty whatever in framing my report in regard to them, relative to these points. I was familiar, not only with the mode in which they conducted the various processes of intellectual instruction, when engaged in teaching *a class*, but with the higher and far rarer attainment of organizing and managing an elementary school; of directing its numerous operations, and wielding its necessarily complicated machinery. I knew them not only as capable of preserving the order, of exciting and sustaining the attention of a class, and of giving, with judgment and skill, lessons in the various branches of instruction; but as capable of maintaining at the same time, in order, industry, and application, all the other classes of the school. In regard to all such I had no difficulty in filling up the reports, so far as they related to these elements of professional qualification.

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the results, carefully noted and ascertained, of this examination. In every elementary school, whatever be the number of pupils in attendance, it will be found that these results may justify the teacher in arranging his scholars in Four, or at most, in Five distinct Reading Classes. The variety of mental development, characterizing any given number of children, varying from five to fourteen years of age, and attending our ordinary elementary schools, will not be such as to render it improper that they should be so arranged while prosecuting their studies in English, Grammar, and Geography. And though the difference, in point of extent and variety of technical attainment between the pupils, occupying the first places in any particular class, and those whose level is near the bottom, may appear for a time too great, and the gap or interval between them, in this respect, may at first seem too wide, this disparity will gradually, and in many cases very rapidly, disappear, and on account of other counter-balancing advantages attending such a classification, to enumerate which would occupy too much space, and which are, perhaps, so obvious as not to need enumeration, a more rapid and more satisfactory progress will be made, and a greatly more systematic and complete body of knowledge will be communicated than could have been given, had the classes been more numerous, or the divisions and subdivisions more minute.

This classification of the pupils having been made, the next object that the teacher should diligently aim at, is to make such arrangements, and to adopt such expedients as will enable him, properly and usefully, to occupy each of the classes.

In our higher elementary schools, this is accomplished by having an adult teacher appointed to preside over and conduct the instruction and training of each class. This is the best form of organization. But such an organization we cannot obtain in most of our ordinary elementary schools. The aim of the teacher, however, should be to approach as nearly as possible to this. And he should constantly and most carefully test the excellency of the organization of his own school by a reference to this as a standard, and by a comparison of the results which he himself obtains with those which he knows to have been reached by means of this arrangement.

Without dwelling upon other means of gradually approximating to this standard, it is sufficient to mention that, in several of the schools in which your Lordships have consented to the apprenticeship of an adequate number of pupil-teachers, a rapid and very marked improvement in respect of organization may be confidently anticipated.

In all the schools in which four or five pupil-teachers have been apprenticed, the best form of organization may be instantly

adopted. And though it would be unfair and unreasonable to expect the same high and satisfactory results from the labours of these young, and as yet unskilled teachers, as we are justified in looking for from the labours of adult and well-trained masters, it is not unreasonable to expect, in the pupils of schools so equipped, a very rapid and a very decided improvement, both in training and instruction.

Confining our attention, as yet, to the instructions in English, Grammar, and Geography; and assuming that all the pupils in the school have been carefully arranged in five classes for the prosecution of their studies in these branches, and that, for the management and instruction of each class, a pupil-teacher has been provided, it is all-important* for the teacher next clearly to define to himself, and for his own guidance, the nature of the instruction to be given to each class, the time to be devoted to each branch, the order in which the various branches should be studied, and the expedients to be adopted, by which the whole work of the school-room may be made to go on quietly and harmoniously.

Each of these particulars will be different in each class. The expedients that must be adopted to keep up cheerful obedience, earnest attention, and steady application in the younger classes, are not more different from those that should be employed, for the same purposes, in the classes that are higher and more advanced, than the branches to be taught in them, the time to be devoted to each branch, and the order in which the various branches must be studied.

Much of the comfort of the teacher depends upon the care and wisdom with which he determines the nature and the variety of the expedients to be used, for these important purposes, by the *younger sections* of his pupils; and upon his choice of them will also depend, to a great extent, the internal discipline and order of his school, the moral training of his pupils, and their progress in intellectual culture and attainment.

These principles having been carefully considered, these arrangements made, and these expedients determined and chosen, it only remains to be said, that not more than four, and not less than three hours, should be given daily to the study of these branches, viz., English (including Religious Instruction), Grammar, and Geography. The school during these hours is an English School, and the master a Teacher of English; and, with his whole attention concentrated upon these branches, with all

* "Intellectual education has a two-fold object: first, the development of the intellectual powers; and second, the communication of knowledge. The mere communication of a certain amount of knowledge, seems to be the object of a great deal of what passes for good education. But the matter of acquisition being ill-selected, and the laws of the human intellect disregarded in the mode of presenting it to the mind, it happens that even this object is most imperfectly attained.—Lalor's Prize *Essay, p. 17.*

his faculties directed to the management and organization of an English School, he may be expected, and in most cases will be found, to be capable of rendering his instructions precise, systematic, comprehensive, and successful.

For the study of Arithmetic, Algebra, and Geometry, again, another classification is necessary; and it is needful to devote another hour to these branches. Here, too, the classification should be made with the utmost care and discrimination; so that while the teacher is engaged in explaining and illustrating *principles* to one class, each of the other classes may be diligently employed under a pupil-teacher in working prescribed sums in rules, the *rationale* of which has been already minutely and carefully explained by the master. In a word, during these hours the school should be a School for Arithmetic and its cognate branches, and the master a teacher of those branches, and those branches only.

To Writing and Drawing, also, which should be studied *simultaneously*,* a separate hour should be devoted, and during this hour the master should be a Teacher of Writing and Drawing, and the school exclusively a Writing and Drawing School.

All my experience and observation justify me in affirming that, it is only when some such arrangements have been made that fully satisfactory results have been obtained.

In schools where other and higher branches are taught, such as Latin, Greek, French, &c., it is obvious that instruction in these cannot be efficiently given, while the master is liable to be called upon to attend to other and totally different subjects. The principle regulating this, as well as every other part of the organization is, that the master should be able to devote himself exclusively to one branch, or at least, to one series of cognate branches at one time. And this renders it absolutely necessary that the study of these higher subjects should be superintended and conducted by him at a separate hour, with his mind undiverted and unharassed by other demands upon its exertions.

It may be useful to condense what has been said in regard to organization, and to present the results in a tabular form. Such a table would contain the following arrangements:—

Extra branches (in summer)	8	to	9	A.M.
Writing and drawing	9	,,	10	,,
Religious instruction	10	,,	11	,,
English, grammar, and geography	11	,,	12	,,
Interval	12	,,	1	P.M.
English, grammar, and geography	1	,,	3	,,
Arithmetic, algebra, and geometry	3	,,	4	,,
Extra branches (in winter)	4	,,	5	,,

* "Such excellent hand-writing as I saw in the Prussian schools, I never saw before. I can hardly express myself too strongly on this point. In Great Britain, France, or in our own country, I have never seen any schools worthy to be compared with them

If the principles that ought to regulate the classification have been thoroughly understood and carefully applied, and especially if the teacher has introduced the various expedients that are calculated to excite the interest and sustain the attention of the younger sections of his pupils, he will not find much difficulty in at once making the arrangements here described. And he should ever remember, that his success in attaining the objects in view will be proportional to the amount of care and wisdom which he has exercised in his determination of the branches assigned for study to each class, the order and method in which the study of these branches is prosecuted, the time devoted to each of them respectively, and the suitableness of the expedients introduced to give such a variety of physical, as well as of mental exercise, as may be requisite to occupy and interest the minds of his pupils.

Before leaving this subject, let me again advert to the importance of introducing into *the younger classes* such expedients as may keep them interested, diligent, quiet, and cheerful, when the alphabet or other less elementary lesson has been given. The enlightened teacher will at once perceive that the means to be used for these purposes *in the younger classes*, must be more numerous and more difficult to be determined, than those provided for the elder and more advanced pupils. While the curiosity of the former is more easily excited, it is also more easily and more speedily gratified. While their attention is attracted by every novelty, every change of object speedily diverts it. While their faculties can easily be interested and exercised, they can as easily be exhausted and compelled to seek repose. So that when the teacher has succeeded in rightly ascertaining and measuring accurately the development of their intellectual powers, and in introducing such mental exercise as will pleasurably employ, without jading and stretching them; and in mingling with these, in due measure, such physical movements as will keep their "microcosms" in cheerful and healthful play, these classes will be the busiest, as well as the most cheerful, and the most truly happy. When he does not succeed in this, they cannot fail to be either the noisiest and the idlest, or the least happy and the least cheerful in the school-room. His failure will entail upon himself much discomfort, and, depriving them of much pure and useful enjoyment, will render them either uninterested, drowsy, and, perhaps, somnolent members of the little society; or very active, very ingenious, very fanciful, and, to all but the master, most amusing disturbers of the peace.

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in this respect . . . . This excellence must be referred in a great degree to the universal practice of learning to draw contemporaneously with learning to write."—*Horace Mann's Report*, pp. 126-7.

"Without drawing there can be no writing."—*Pestalozzi.*

It is believed that, in schools in which a sufficient number of pupil-teachers has been apprenticed, and to which are attached convenient and well-furnished play-grounds, the difficulties in the way of a satisfactory organization will be found to be neither great nor many. And in schools where such assistance and accommodations have not been provided, the master, by a careful attention to what has been said, by a steady application of the principles here so briefly and so very imperfectly stated, and by a wise selection of expedients for the maintenance of obedience, order, attention, and application, cannot fail in greatly improving his school, both in organization and in discipline.

I have thought it proper, my Lords, to submit these statements in my General Report, in the hope that the teachers and managers of the schools now spoken of may be induced to give more earnest attention to this subject. Every enlightened teacher knows that, upon the completeness and perfection of the organization of his school, depends, to a very large extent, all satisfactory progress, and that, until a good organization has been reached, no very high and important results can be obtained. Many teachers, indeed, exhibit great industry, zeal, and perseverance in the discharge of their duties, and show very considerable skill in conducting the various processes of instruction, whose schools, in point of organization and discipline, cannot be spoken of favourably. In all such cases there prevails a want of order, unity, and design in the school arrangements; and considerable as the attainments possessed by many of the pupils in their schools may be, they have been reached by an amount of labour on the part of both master and pupils, which, if wisely expended in the one case, and skilfully directed in the other, would have rendered them greater in amount, as well as more accurate, more precise, and more systematic.

Discipline.—An imperfect discipline is the necessary result and invariable attendant of an imperfect or ill-adjusted organization. In very many of the schools the discipline was mild and firm; but the extent and importance of its object, and the manifold means by which that object may be reached, were in very many cases most imperfectly apprehended. Seldom did the teacher's aim extend beyond the maintenance of external order, including silence and obedience to command. Little attention was given to training to habits of personal cleanliness and neatness, to politeness and courtesy of manner, and to the propriety and beauty of a quiet, simple, cheerful, and modest demeanour. Seldom were the school evolutions performed with that precision, quickness, quiet, and order, which are in themselves so pleasing, and which are the means of training to valuable and lasting results upon the character. And in very

few cases did the school-room present the appearance of cleanliness, cheerfulness, and silent, though earnest, activity that ought always to characterize it.

I trust our teachers will give to this subject more attention. It cannot be denied—it ought to be loudly proclaimed—that in Scotland our school-rooms, in respect of cleanliness, of neatness, and elegance of internal arrangement, and of everything that is calculated to "please the eye," are far inferior, nay, present very generally a marked contrast, to the same class of schools in England; while the pupils, in personal neatness and cleanliness, and in the proprieties of external manner, cannot be compared with the same classes of children in attendance upon the elementary schools in several other countries. This is very much to be ascribed to the notion which has been so long prevalent among us, that intellectual culture and discipline ought to be the primary aim of the teacher, and that moral discipline and training deserve only a secondary and very inferior claim upon his attention. It is needless now to say that there cannot be a greater mistake; and it is cheering to know that in many of the schools now reported on, both subjects shall have obtained, even while I write, their proper share of attention from the teachers, and their proper place in the school course.

Examination for Certificates of Merit.—Nearly half of my time, since my appointment in 1848, has been occupied in conducting these examinations, or in work directly connected with and resulting from them. The first series of these examinations took place in May and June, 1848, at Edinburgh, Glasgow, Aberdeen, and Inverness respectively. At Edinburgh there were 65 candidates; at Glasgow, 24; at Aberdeen, 18; and at Inverness, 13; in all 120 candidates. The examination at each place lasted a week.

The second series of examinations took place in September and October, 1848, at Edinburgh, Glasgow, Aberdeen, Inverness, and Wick. The examinations at each place again occupied a week. The number of candidates on this occasion was, at Edinburgh, 53; at Glasgow, 25; at Aberdeen, 18; at Inverness, 13; and at Wick, 8; in all 117 candidates.

An opportunity of being examined was afforded to female teachers in April, 1849. This examination, which lasted a week, was held at Edinburgh, and was attended by 11 candidates.

Another series of examinations took place in September and October, 1849, at Glasgow, Edinburgh, Aberdeen, and Inverness. A week was occupied at each of these places in the examination of male candidates. The numbers attending at Glasgow on this occasion being 17; at Edinburgh, 38; at Aberdeen, 5; and at Inverness, 11. Another week was occupied at Glasgow and Aberdeen respectively in the examination

of female candidates, of whom 16 attended at Glasgow, and 4 at Aberdeen. Sixteen weeks, or four months, have been occupied in conducting these examinations, at which there were in all 71 male candidates and 20 female candidates.

The examination papers of the 237 male candidates who were examined in May, June, September, and October, 1848, and of the 11 female candidates who were examined in April, 1849, have been carefully reviewed by me, and fully reported on to your Lordships; and I have since received official intimation of your decision in regard to them.

It appears that since my appointment I have examined and reported on the written papers of 248 candidates,* and have conducted the examination of 91 candidates,† without having reviewed or reported on their written papers.

Of 248 candidates, 237 male and 11 female, 129, or somewhat more than the half, have obtained from your Lordships certificates of merit. Three have been placed in the first class, 48 in the second class, and 71 in the third or lowest class. It may be proper to notice that one of the three gentlemen who have obtained the First Class Certificate of Merit has been placed by your Lordships in the first division of the first class, a higher rank than has been reached by any other candidate throughout the empire.

It is also worthy of observation here, as indicating the extent

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* It is proper here to state my deep obligations to some professional friends, who, at my request, reviewed, in the first instance, the papers of the 117 candidates who were examined during the months of September and October. Other engagements, most pressing and important, prevented me from bestowing such time upon the examination of these as to enable me to report upon them to your Lordships within a reasonable period. As it was, much too long a period was permitted to elapse between the examination and the announcement of your Lordships' decision in regard to it. This was owing entirely to me. I was prevented by other very urgent calls upon my time and attention, from more speedily overtaking this portion of my work. The arrangements which have been made by your Lordships, in regard to the more regular distribution of the Inspector's work, will enable me hereafter to present my reports within a reasonable period from the date of the examination.

The arrangements which were made by me for the examination of the *written* answers were as follows, viz.—The papers on Religious Knowledge, English, Geography, and History, were reviewed by Alexander Reid, Esq., LL.D., Rector of the Circus Place School, Edinburgh; those on Geometry, Algebra, Mechanics, Practical Mathematics, and Trigonometry, by James Gloag, Esq., LL.D., of the Edinburgh Academy; those on Latin and Greek by William Gunn, Esq., LL.D., of the Edinburgh High School; and those on Astronomy, by Charles E. Wilson, Esq., of the Glasgow Academy; the remainder were carefully examined by me.

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But there were other candidates, of whose practical skill I was wholly ignorant; and in the determination of those points in regard to them, I found it necessary to exercise much care. The judgments formed by me were formed and expressed very cautiously. These judgments were necessarily based upon what I had an opportunity of observing, while the candidates were employed in the management and instruction of *a class* in my presence. And I venture to take the liberty of stating the strong impression that I have that such an opportunity of observation, and such a basis of judgment, are not sufficient to enable an Inspector to speak with confidence in regard to anything but the manner, the tact, and the skill exhibited in managing a class, and in conducting the mere processes of instruction. No data can be furnished *by such an expedient,* on which *to base* an opinion regarding the candidate's

give an opportunity to all of exhibiting a more detailed and complete knowledge of the general subject under examination. This was my object, and these the views and feelings that dictated the course I took to effect it.

2. The spirit and manner in which the examination was conducted, were regulated by the instructions contained in your Lordships' Secretary's letter, dated 17th April, 1848. These instructions were most strictly attended to. And here it may be proper to state, that instead of attempting to address the teachers in words of my own, I thought it better to read to them the letter to which I have already alluded, in which are expressed your Lordships' views and feelings in regard to the importance and dignity of the functions of the teacher, his present low status and most inadequate remuneration, as well as your Lordships' determination "to elevate his position by qualifying him to occupy a higher status, and by rewarding his more efficient services by superior emoluments."

In conducting the examination I earnestly endeavoured to catch the spirit, and to be regulated by the feelings expressed in that letter. I was most anxious to bear in mind the peculiarly delicate relation in which I was placed towards men, many of them my seniors, many long and most honourably engaged in the work of teaching, and not a few of them well known to be among the most zealous, and not the least able, of the elementary teachers of Scotland. I most deeply felt that the consideration of our relative positions on that occasion might well generate in me feelings of kindest sympathy, of unfeigned humility, as well as of deep and most solemn responsibility.

The general conduct of the candidates throughout the examination, was such as to show that they were the worthy objects of your Lordships' sympathy and anxiety. And I am sure that, with few exceptions, they will ultimately prove worthy of all the aid and encouragement at the disposal of your Lordships.

3. In reviewing the written papers of the candidates, it is perhaps needless to say, that I exercised my best judgment and care. In order to enable me to ascertain, as precisely as possible, the merit of every particular answer, I affixed a certain value to each of the examination papers, attaching also a certain value to a perfect answer to each of the questions contained in it. The questions were, of course, valued according to their supposed difficulty. A careful examination of the written exercises enabled me to adjudge to every answer a certain value, regulated according to the standard above indicated. These values were then carefully recorded in a tabular form; and these tables served as the basis of my reports to your Lordships, on the written answers of the candidates. In framing these

reports, I always felt the utmost anxiety to do full justice to the merits of the several candidates, and endeavoured to pursue a course at once just and generous to them, and in accordance with my duty as an officer of the Committee of Council.

4. It remains to speak of the manner in which their ability and skill in teaching were ascertained and proved. Whatever may be a teacher's attainments, and whatever the talent he may possess, if deficient in professional tact and skill, he must be regarded as ill-fitted for the work allotted to him. To these elements of professional qualification, therefore, your Lordships have attached much prominence and value, and have directed your Inspectors to give them special attention, and to report on them with much minuteness and care. We were instructed to spend a considerable time each day in hearing the various candidates teach a class, and to report to your Lordships regarding the ability exhibited by each candidate during this trial of skill in practical teaching.

From my intimate knowledge of most of the candidates who appeared before me for examination, I had no difficulty whatever in framing my report in regard to them, relative to these points. I was familiar, not only with the mode in which they conducted the various processes of intellectual instruction, when engaged in teaching *a class*, but with the higher and far rarer attainment of organizing and managing an elementary school; of directing its numerous operations, and wielding its necessarily complicated machinery. I knew them not only as capable of preserving the order, of exciting and sustaining the attention of a class, and of giving, with judgment and skill, lessons in the various branches of instruction; but as capable of maintaining at the same time, in order, industry, and application, all the other classes of the school. In regard to all such I had no difficulty in filling up the reports, so far as they related to these elements of professional qualification.

But there were other candidates, of whose practical skill I was wholly ignorant; and in the determination of those points in regard to them, I found it necessary to exercise much care. The judgments formed by me were formed and expressed very cautiously. These judgments were necessarily based upon what I had an opportunity of observing, while the candidates were employed in the management and instruction of *a class* in my presence. And I venture to take the liberty of stating the strong impression that I have that such an opportunity of observation, and such a basis of judgment, are not sufficient to enable an Inspector to speak with confidence in regard to anything but the manner, the tact, and the skill exhibited in managing a class, and in conducting the mere processes of instruction. No data can be furnished *by such an expedient,* on which to base an opinion regarding the candidate's

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greatly to be feared that the acquisition, in these seminaries, of the highest and rarest attainments of a teacher, is seldom, if ever, made. Such attainments include, not only an acquaintance with the best modes of organization, but also the ability to adapt these modes to circumstances, varying in every district, if not in every locality. They include, not only a knowledge of the object and means of discipline, but the ability skilfully to apply and administer these means. And it is only the possession of such ability, and of such practical skill, that will enable any one to direct all the operations, and wield all the machinery of the school-room easily, profitably and pleasantly.

5. And now let me say a few words as to the influence that these examinations may be expected to exert, both upon the successful and unsuccessful candidates. They will stimulate the successful candidate to higher and more continuous efforts; they will urge him to give more attention and study to the examination and analysis of all the processes of instruction, and to labour more earnestly in the acquisition of higher degrees of theoretical knowledge, as well as of practical skill; and they will enable him to prosecute his studies with more directness of aim, and to anticipate, as their fruits, results even more precise and accurate than heretofore, because now prosecuted with the standard to be attained distinctly in view, and the course to be pursued most minutely and accurately delineated. Past success will prompt to cheerful and hopeful, and therefore strenuous application.

And it is believed that all who were unsuccessful, instead of being discouraged by failure, will be stirred and animated to renewed exertion. They will find, in the past disappointment, fresh promptings to self-improvement. The ordeal to which they were subjected will have taught them in what they were most deficient. And the precision with which the standard of attainment has now been fixed, and the conviction which they must feel, that, by a continuance in the course of study upon which they have entered, and in which they have already made considerable and creditable progress, this standard may easily be attained by all, will impart to them confidence and hope, and dispose and enable them at an early period again to present themselves for examination, when, I have no doubt, they will obtain, because they will have richly merited, their reward.

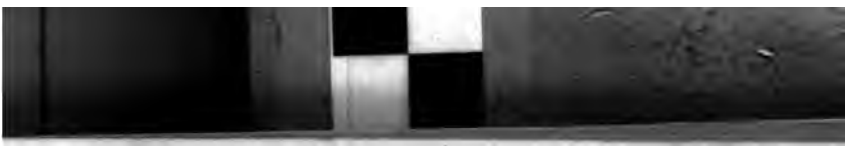
I regard the results of these examinations as, upon the whole, eminently satisfactory and encouraging. Considering the shortness of time that many of the candidates had for preparation, the variety and range of the subjects of examination, and the reluctance, very naturally felt by men, already honourably engaged in the duties of their profession, to have their attainments and professional skill minutely analysed and ex-

amined, I think I see, in the past, reason for congratulation, and for the anticipation of satisfactory and speedy progress in the future.

The teachers are persuaded that their interests are in the hands of sympathising and liberal patrons and friends; and they are ready to co-operate with your Lordships, and your Lordships' Inspectors, with a zeal which, if properly directed and employed, cannot fail to realize to a large extent the hopes of the most sanguine and enlightened friends of popular education.

It may be stated, that many of the gentlemen recently examined have proved that even already they possess a large amount of technical attainments and professional skill; and, what is far more important, they have shown a deep consciousness of the dignity of the schoolmaster's office, an ardent desire to fit themselves betimes, more and more, for the full and satisfactory discharge of its duties, and a readiness to adopt such plans, and to prosecute such studies as may be proved to be most conducive to their professional usefulness and success. Under the stimulus of your Lordships' Minutes, and with the encouragement now offered to able men, I am confident that not many years hence we shall have a body of teachers engaged in our primary schools equal in general accomplishment, and not greatly inferior in literary and scientific acquirements, to the members of professions that have hitherto been regarded as more important and more honourable. All the candidates feel that their present attainments are meagre and limited, when compared with what should be the acquirements of those entrusted with interests so important. They know that as yet their notions of the nature and value of the functions which they have undertaken to discharge are vague and imperfect. They are aware that in proportion to the extent of *their* acquirements,—to the purity and loftiness of *their* aims,—and to the earnestness and vigour with which they prosecute them, will be the value of the mental culture of their pupils, and the moral and religious elevation of mind and heart by which, in after life, these pupils will be characterized. Of these things most of the gentlemen now spoken of are deeply conscious. And I do not misinterpret their feelings and resolutions when I say, that they will hereafter very earnestly aim at the realization of these objects.

To one engaged, as I have been during the last nine years, in inspecting elementary schools, in holding familiar intercourse with the teachers, in conferring with men in every rank of life, and of every variety of view in regard to the means by which our social condition is to be improved and our labouring poor rescued from intellectual and moral degradation, and made useful and happy members of the great framework of society,



instead of being permitted to become its soured and malignant enemies, or its reckless and avenging destroyers, the operation of your Lordships' Minutes affords a very large measure of pure and elevated joy. The work which they have already performed seems to me incalculably important. They have fostered or called into existence several hundreds of schools, in which thousands of our population receive a good and useful education. They have cheered and animated many of our teachers; stirred them to exertion in self-improvement; and directed them in a course, perseverance in which will greatly benefit themselves, and enable them to benefit, unspeakably more than they have hitherto done, the pupils entrusted to them. They are the means of rearing in some of our best schools many of the ablest pupils for the office of teacher; and, if carefully and judiciously administered, they will probably, in a few years, change the whole aspect of our elementary schools. These schools will henceforth be superintended by men, systematically trained to the discharge of their duties, conscious of the dignity of their work, earnestly ambitious of adequately performing it, and stimulated to exertion by the countenance and co-operation of those who are fitted to appreciate their labours, and whose approbation and encouragement it is both an honour and an advantage to obtain.

The improvements that are now visible in our schools are not, of course, to be ascribed exclusively to the operation of your Lordships' Minutes. Other influences have been at work. Private benevolence has recently called into existence many schools, and given a stimulus and encouragement to many an aspiring master. Public opinion now recognises the importance and dignity of his functions, and his views have expanded, his heart has beaten high, and his hopes of increasing usefulness and honour have blossomed and budded under the stirring and genial influence. And the phenomena everywhere presented are now such as indicate that these feelings only require to be cherished and fostered, and the views, of which they are but the exponents, only need to be wisely directed, in order to the realization of much that the earnest educationist has been ardently longing for.

I have the honor to be, &c.,

JOHN GIBSON..

The Right Honorable the Lords of the Committee of Council on Education.

TABULATED REPORTS, in detail, by Her Majesty's Inspector of Schools, JOHN GIBSON, Esq., on Schools in Scotland not connected with the Established Church, inspected by him in the Year 849.

NAME or SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	No. of Children learning Arithmetic, as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on: Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Perth, St. Leonard's, Free Church.		147	4	16	5	10	50	22	46	46	16	18	14	25	.	.	22	70	22	22	.	65	100	25	10	37	12	25	24	18	20	9	8	30	30	150
Perth, House of Refuge.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Cupar Angus, F. C. .	.	96	.	.	1	.	27	16	27	13	1	12	10	4	3	9	5	46	.	33	.	42	42	30	14	34	6	14	15	6	4	3	6	63	51	82
Woodside, F. C. . .	.	138	.	2	.	.	.	4	18	80	6	7	11	8	9	7	8	8	8	40	75	67	80	9	12	54	18	10	8	8	1	2	5	60	90	105
Stanley, F. C. . . .	1 *ers*, 2 to 6 *g*.	67	1	4 (*a*)	2 (*b*)	.	.	.	42	47	9	6	3	20	.	1	.	45	10	.	.	58	58	7	2	34	24	14	7	3	6	3	5	25	43	96
Pitcairn Green, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bridge of Earn, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Swinton, F. C. . .	.	82	.	.	.	.	.	.	47	47	6	8	13	.	.	.	.	70	.	26	.	74	74	24	16	27	19	22	12	11	9	10	4	71	185	94
Dunse, F. C. . . .	.	66	4	1	4	.	.	22	66	72	15	.	17	13	.	17	22	64	.	20	.	66	73	7	16	31	8	14	6	9	5	10	6	15	69	72
Greenlaw, F. C. . .	.	.	.	.	.	.	.	.	12	12	2	5	17	2	15	15	4	41	.	17	.	59	59	23	20	59	8	15	12	6	.	4	.	50	154	.
Earlstown, F. C. . .	.	74	3	3	3	5	.	19	21	21	4	4	7	2	7	12	22	41	20	.	.	25	60	16	13	25	11	10	12	9	6	4	4	30	48	81
		Latin 6, Greek 2, French 2.																																		
Melrose, F. C. . . .	.	.	1	2	3	1	1	23	30	42	10	8	4	16	.	.	.	42	.	17	.	42	65	8	9	17	3	15	10	11	7	2	2	26	79	65
Innerleithen, F. C. .	.	50	3	4	4	.	.	.	18	31	4	4	5	9	8	.	5	17	.	.	.	21	39	18	4	13	8	7	6	6	2	3	10	35	77	55
		Latin 7, Greek 2, French 5.																																		
Juniper Green, F. C. .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

(a) Latin. (b) French.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Perth, St. Leonards. Inspected January 10, 1849.—1. The organization is imperfect, but the aid of two or three pupil-teachers will enable the master greatly to improve his school in this respect. 2. Considering the circumstances of the school, the number of pupils in attendance, and the want of a properly qualified assistant, the order and discipline are good. 3. Good methods are practised. 5. The master is zealous, vigorous, and energetic in the discharge of his duties, and possesses a certificate of merit. (Books and apparatus)—Each pupil supplies his own books. A larger supply of apparatus is desirable. (Desks and furniture)—There is a good supply of these, and the arrangement of them is tolerably satisfactory.—N.B. Since my visit three pupil-teachers have been apprenticed in this school.

Perth, House of Refuge. Inspected January 10, 1849.—I visited this most useful and interesting institution at the special request of the Hon. Mrs. Fox Maule, with a view to ascertain whether any of the pupils were fit to be apprenticed as pupil-teachers. I examined those present, and found them capable of reading with fluency and intelligence. They were well acquainted with Scripture history. They had considerable knowledge of the geography of the Holy Land, and of the elements of arithmetic. But their attainments were considerably below the standard fixed by my Lords; I was, however, well pleased with the institution, and with the manner and spirit in which it is conducted.

Cupar Angus. Inspected January 11, 1849.—1. The organization is tolerably satisfactory. 2. The discipline and order good. 3. The master is acquainted with and practises good methods. 5. He is zealous, spirited, and skilful. (Books and apparatus)—Each pupil supplies his own books. A larger supply of apparatus is desirable. (Desks and furniture)—A good supply of these, and the arrangement of them is good.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Woodside. Inspected January 11, 1849.—1. The organization is imperfect. 2. The discipline and order not satisfactory. 3. The master is somewhat acquainted with good methods. 5. He is zealous, energetic, and possessed of a fair amount of skill. (Books and apparatus)—Each pupil supplies his own books. A larger supply of apparatus most desirable. (Desks and furniture)—A good supply of these, but the arrangement is very unsatisfactory.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Stanley. Inspected January 12, 1849.—1. Pretty good. 2. Mild and firm. 3. Good. 5. A zealous, conscientious, and efficient master; he possesses a certificate of merit. (Books and apparatus)—A good supply of books. More apparatus desirable. (Desks and furniture)—A good supply, and well arranged.

Pitcairn Green. Inspected January 12, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are known, and practised with some skill. 5. Zealous, but deficient in energy. (Books and apparatus)—Each pupil supplies his own books. More apparatus is desirable. (Desks and furniture)—A good supply, and the arrangement good.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Bridge of Earn. Inspected January 13, 1849.—1. Good. 2. Mild and firm. 3 Good methods known, and practised with skill. 5. Zealous, vigorous, and cheerful in manner, and has more than ordinary skill. (Books and apparatus)—Each pupil supplies his own books. A larger supply of apparatus desirable. (Desks and furniture)—A sufficient supply, and the arrangement good.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Scisston. Inspected January 23, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods known, and practised with considerable skill. 5. A zealous, conscientious, and efficient master. (Books and apparatus)—Each pupil supplies his own books. More apparatus desirable. (Desks and furniture)—A good supply, but not very well arranged.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Dunse. Inspected January 24, 1849.—1. Good. 2. Singularly mild and sufficiently firm. 3. Good methods are known, and practised with much skill. 5. An accomplished, zealous, and efficient teacher. He has a certificate of merit. (Books and apparatus)—Each pupil supplies his own books. A good assortment of apparatus, but more desirable.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Greenlaw. Inspected January 24, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are known, and practised with some skill. 5. A painstaking and earnest master. He has obtained a certificate of merit. (Books and apparatus)—Each pupil furnishes his own books. A larger supply of apparatus most desirable.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Earlstoun. Inspected January 25, 1849.—1. Imperfect. 2. Mild and sufficiently firm. 3. Good methods somewhat known, and practised with a fair amount of skill. 5. A conscientious, painstaking, and improving teacher. He has a certificate of merit. (Books and apparatus)—Each pupil supplies his own books. A larger supply of apparatus highly desirable. (Desks and furniture)—A good supply of these, but they are very ill arranged.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Melrose. Inspected January 25, 1849.—1. Fair. 2. Mild and firm. 3. Good methods known, and practised with considerable skill. 5. A zealous, painstaking, and tolerably skilful master. He has a certificate of merit. (Books and apparatus)—A good supply of books; each pupil furnishing his own. A larger supply of apparatus desirable.—N.B. Since my visit one pupil-teacher has been apprenticed in this school.

Innerleithen. Inspected January 26, 1849.—1. Good. 2. Fair, sufficiently mild, and firm. 3. Good methods are practised with skill. 5. An accomplished, painstaking, and earnest master. He possesses a certificate of merit of the first class. (Books and apparatus)—A good supply of books; each pupil furnishing his own. A larger supply of apparatus highly desirable. (Desks and furniture)—A good supply and well arranged.

Juniper Green. Inspected February 5, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are known and practised. 5. The master has only recently been appointed He seems to be zealous, energetic in manner, and possessing considerable practical skill. (Books and apparatus)—A good supply of books; each pupil furnishing his own. The supply of apparatus is deficient. (Desks and furniture)—A good supply, but not well arranged.—N.B. Since my report one pupil-teacher has been apprenticed in this school.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

| NAME or SCHOOL. | Character of Instruction in each Class. | Number present at Examination. | Number of Children learning | | | | | | | | No. of Children learning Arithmetic, as far as | | | | | | Number of Children Writing on | | | | | No. of Children Reading | | | | Number of Children on the Books, aged | | | | | | | |

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Edinburgh, F. C. Normal School. Inspected February 19, 1849.—I have spoken of the model schools, in which the pupil-teachers are occupied, in my Report on this admirable institution, to which I beg to refer.

Portobello. Inspected March 14, 1849.—1. Not satisfactory, but will improve under the present master, who has been recently appointed. 2. Mild and firm. 3. The best methods are known and practised. 5. An able and conscientious teacher. (Books and apparatus)—There is a good supply of apparatus; each pupil furnishes his own books. (Desks and furniture)—There is a sufficient supply, but they are not well arranged.

Fordoun. Inspected March 20, 1849.—1. Imperfect. 2. Mild and firm, 3. Good methods are known, and practised with much care and considerable skill. 5. The master is conscientious, painstaking, possessed of considerable skill, and upon the whole very efficient. (Books and apparatus)—A good supply of books; each pupil furnishing his own. A larger supply of apparatus is most desirable. (Desks and furniture)—A good supply, but not well arranged.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Inverbrothock. Inspected March 21, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are known, and practised with some skill. 5. Painstaking and laborious, but somewhat deficient in energy. He has obtained a certificate of merit. (Books and apparatus)—A good supply of books; each pupil bringing his own. A larger supply of apparatus desirable. (Desks and furniture)—A good supply.—N.B. Since my visit two pupil teachers have been apprenticed in this school.

Friockheim. Inspected March 21, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are practised with considerable skill. 5. Teacher active and skilful. (Books and apparatus)—A good supply of books; each pupil bringing his own. More apparatus highly desirable.—N.B. Since my visit one pupil-teacher has been apprenticed in this schoo..

Carnoustie. Inspected March 22, 1849.—1. Good. 2. Mild and firm. 3. Good methods are practised intelligently and skilfully. 5. Young, spirited, intelligent, and skilful. (Books and apparatus)—A good supply of books; each pupil furnishing his own. The supply of apparatus is deficient. (Desks and furniture)—A good supply, and pretty well arranged.—N.B. Since my visit one pupil teacher has been apprenticed in this school.

Errol. Inspected March 23, 1849.—1. Good. 2. Very satisfactory. 3. The best methods practised with much intelligence and skill. 5. Able, energetic, earnest, and very skilful. He has obtained a certificate of merit. (Books and apparatus)—Each pupil furnishes his own books. A larger supply of apparatus is desirable. (Desks and furniture)—A good supply, and the arrangement of them very good.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Pitlessie. Inspected March 23, 1849.—1. Imperfect. 2. Unsatisfactory. 3. Good methods practised, with considerable intelligence. 5. Painstaking, conscientious, and earnest, at present somewhat deficient in tact and skill, but rapidly improving. (Books and apparatus)—A good supply of books; each pupil bringing his own. A larger supply of apparatus desirable.

Springfield. Inspected March 24, 1849.—1. Admirable. 2. Excellent. 3. The best are practised with genuine enthusiasm and remarkable skill. 5. A singularly enlightened, earnest, painstaking master, and possessed of an uncommon degree of tact and skill. (Books and apparatus)—A good supply of books; each pupil bringing his own. A tolerably complete collection of apparatus, but the teacher would use with remarkable intelligence a much more extensive assortment.—N.B. Since my visit three pupil-teachers have been apprenticed in this school.

Markinch. Inspected March 24, 1849.—This school was visited with a view to the selection and apprenticeship of pupil-teachers. The school was in all respects in a good condition. The organization, discipline, and methods were satisfactory. The master zealous, painstaking, and efficient, and several of the pupils quite up to the standard of attainment fixed by my Lords. But some time after the examination I was informed that a majority of the managers had some scruples as to receiving aid from the Committee of Council, and declined to prosecute their application.

Montrose, Dorward's Seminary. Inspected March 27, 1849.—1. Fair. 2. Pretty satisfactory. 3. The best methods practised, with much intelligence and skill. 5. An able, energetic, and efficient master. He possesses a certificate of merit. (Books and apparatus)—A good supply of books. A more plentiful assortment of apparatus desirable. (Desks and furniture)—A good supply, and the arrangement of them good.—N.B. Since my visit five pupil-teachers have been apprenticed in this school.

Montrose, St. John's. Inspected March 28, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are practised with skill. 5. A painstaking, conscientious, and able master. (Books and apparatus)—A good supply of books; each pupil furnishing his own. A larger supply of apparatus is desirable.—N.B. Since my visit four pupil-teachers have been apprenticed in this school.

Edinburgh, Northern District, Boys'. Inspected April 24, 1849.—This school was visited to-day merely for the purpose of observing the form of organization and the general condition of the school in respect of instruction and discipline. 1. Admirable. 2. Imperfect. 3. The best, and practised with remarkable intelligence and skill. 5. A most able, energetic, efficient, and skilful master. He has a certificate of merit. (Books and apparatus)—A good supply of books; each pupil furnishing his own. A more abundant supply of apparatus is desirable. (Desks and furniture)—A good supply, and excellently arranged. The organization of this school, which is very admirable, has been rendered so by the employment of the seven pupil-teachers apprenticed here, and who have admirably discharged their duties during the last year.

Edinburgh, Girls'. Inspected April 24, 1849.—This is merely the industrial department of the school, into which the girls of the juvenile school are sent in draughts for instruction in sewing, knitting, &c.

Leith. Inspected April 24, 1849.—1. Admirable. 2. Excellent. 3. Good methods are practised, with much intelligence and skill. 5. A painstaking, zealous, and skilful mistress. (Books and apparatus)—A good supply of books; each pupil bringing her own. More apparatus is desirable. (Desks and furniture)—A good supply and excellently arranged.—N.B. The admirable organization of this school is to be ascribed in a great measure to the employment of four pupil-teachers who have been at work during the past year, and who discharge their duties with satisfactory skill.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								No. of Children learning Arithmetic, as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged														
																	Paper.		Slates.							7	8	9	10	11	12	13	14						
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.									Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
Leith, St. John's, F. C. Boys'	.	167	.	.	.	.	.	.	60	150	3	16	20	24	90	90	.	130	.	64	.	152	all	54	.	45	37	29	40	22	13	12	10	17	67	180
Girls'	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Newhaven, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Free St. David's, Dundee.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Perth, Free West. Ch.	.	231	4	.	4	.	.	92	120	159	23	19	42	33	37	19	8	173	24	36	.	192	192	57	22	69	37	37	47	31	26	13	11	37	308	249
Methven, United Presb School.	.	65	5	7	5	.	.	.	22	19	8	2	6	8	10	10	6	40	11	11	.	52	40	23	4	24	14	14	7	5	4	2	10	23	103	80
Callender, F. C.	1 to 4 *g*, 5, 6 *e.r.*	134	1	2	6	.	.	.	40	47	15	13	15	6	4	.	.	89	12	7	.	96	96	26	19	32	18	18	11	20	14	9	23	29	174	135
Northern District School, Edinburgh.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Gilcomston, F.C. Aberdeen.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mariners', Leith, Female.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	100
Free St. John's, Leith	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bon Accord, F. C.	.	83	4	.	3	.	83	23	50	50	6	9	19	12	20	.	.	78	23	23	.	50	83	30	.	10	9	18	25	27	16	9	4	44	160	106
Aberdeen, South Parish F. C.	.	120	6	6	6	.	190	90	90	190	15	25	.	20	30	.	20	100	.	.	.	90	90	100	30	60	30	30	30	.	10	20	20	20	90	200
Whitestripes, Aberdeen.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Port Elphinstone, Subscription.	1, 2, *f*, 3 to 6 *g*.	99	.	2	.	.	.	.	30	49	11	10	16	6	1	.	3	74	.	15	.	58	87	21	20	27	12	16	8	15	8	7	9	31	133	108
New Marnock, F. C.	.	92	.	.	.	2	.	11	9	9	5	6	1	1	4	1	2	39	39	10	.	15	34	7	1	17	10	13	15	17	13	10	17	70	112	112
Dr. Andrew Thomson's School, Female.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Linlithgow, F. C.	1 to 4 *g*, 5 to 7 *f*.	121	.	2	.	.	.	50	40	54	18	7	7	9	7	.	.	95	.	.	.	80	80	27	14	34	15	18	15	13	17	5	4	20	25	12

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Leith, St. John's, Boys'. Inspected April 24, 1849.—1. Good. 2. Mild and firm. 3. Good methods are practised with considerable skill. 5. A singularly painstaking and zealous teacher; he is rapidly improving in efficiency and skill. Books and apparatus)—A good supply of books; each pupil furnishing his own. More apparatus desirable.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Leith, St John's, Girls'.—At the period of my visit the school was not in a satisfactory condition, owing to the recent and prolonged illness of the mistress.—N.B. Since my visit two pupil-teachers have been apprenticed in this school.

Newhaven. Inspected April 27, 1849.—Visited for the purpose of selecting candidates for apprenticeship. All under age.

St. David's, Dundee. Inspected April 30, 1849.—Visited, but found the master absent. He had gone to the country to see a sick friend. I did not proceed with the examination.

Perth. Inspected May 1, 1849.—1. Imperfect, owing to the great number in the school, and the want of efficient assistance; pupil teachers will enable the able teacher to remedy this. 2. Mild and firm. 3. Good methods are practised. 5. Able, zealous, skilful, and efficient. He possesses a certificate of merit. (Books and apparatus)—A good supply of books. More apparatus desirable. (Desks and furniture)—A good supply.

Methven. Inspected May 1, 1849.—1. Fair. 2. Mild and firm. 3. Good methods are practised. 5. Painstaking, zealous, and efficient. He possesses a certificate of merit. (Books and apparatus)—A good supply of books. The assortment of apparatus not sufficiently extensive. (Desks and furniture)—A good supply, not very well arranged.

Callender. Inspected May 2, 1849.—1. Excellent. 2. Excellent. 3. The best are practised with much intelligence and skill. 5. An able, accomplished, and most efficient teacher. He has a certificate of merit. (Books and apparatus)—A good supply; each pupil bringing his own. A more plentiful supply of apparatus desirable. (Desks and furniture)—A good supply.

Northern District School, Edinburgh. Inspected May 4, 1849.—This school is noticed before. This day was occupied chiefly in the examination of pupil-teachers.

Gilcomston, Aberdeen. Inspected May 14, 1849.—Visited for the purpose of selecting candidates for apprenticeship as pupil-teachers. All under age.

Mariners', Leith. Inspected May 8, 1849.—This school noticed before. This day was spent chiefly in the examination of the pupil-teachers on their work during the past year.

Free, St. John's, Leith. Inspected May 9, 1849.—This school noticed before. This day spent chiefly in the examination of the pupil-teachers on their work during the past year.

Bon Accord. Inspected May 15, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods are practised with intelligence. 5. The master is painstaking, zealous, and possessed of a fair amount of skill; he has a certificate of merit. (Books and apparatus)—A good supply, each pupil bringing his own A larger supply of apparatus is desirable. (Desks and furniture)—A good supply, but not well arranged. I examined some of the pupils who were anxious to be apprenticed; they answered very well, but their written papers were unsatisfactory. I hope to find them prepared thoroughly for my next visit.

Aberdeen, South Parish. Inspected May 15, 1849.—An admirable school, the teacher of which shows remarkable tact and skill; but it has not yet obtained such a complete form of organization as to render it desirable to have apprentices in it. The master will, I think, soon make this one of the best of our elementary schools.

Aberdeen, Whitestripes. Inspected May 16, 1849.—The papers respecting this school had been sent to me by mistake. I visited and examined the school, but refrain from reporting on it. This will be done by my colleague.

Port Elphinstone, Subscription. Inspected May 17, 1849.—1. The organization seemed upon the whole good. 2. Mild and sufficiently firm; admirable order preserved. 3. The best methods are known and practised. 5. Mr. M'Gregor shows much tact and skill; he has greatly improved the school since my last visit. 6. There is nothing specially worthy of remark; the school is in good order, and subserves the purpose for which it has been erected and is maintained. (Books and apparatus)—There is a sufficient supply of the necessary books; each child purchases and provides his own. There is a good supply of apparatus. (Desks and furniture)—There is a good supply of these, and they are upon the whole well arranged. There is a large area left in the middle of the school-room for the simultaneous drill of the various classes.

New Marnoch. Inspected May 18, 1849.—1. Imperfect. 2 Fair. 3. Good methods are practised. 5. Painstaking and conscientious, but somewhat deficient in energy; he has a certificate of merit. (Books and apparatus)—A good supply of books; the supply of apparatus not sufficiently extensive.

Dr. Andrew Thomson's School. Inspected June 4, 1849.—This forms the industrial department of this admirable school. I visited it to-day for the purpose of being enabled to report how Miss Macdonald, the mistress, who was recently examined by me and has been declared in point of attainment entitled to a certificate of merit, conducts her school. This she does admirably. She has since obtained her certificate of merit.

Linlithgow. Inspected January 6, 1849.—1. Fair; the number of pupils is too great for one man to manage thoroughly without the aid either of monitors or pupil-teachers. The apprenticeship of two or more pupil-teachers will enable Mr. Lillie greatly to improve his school in this respect. 2. The order and discipline seemed to me good; rather too much noise prevailed, but it was the *noise of activity*. 3. The master is acquainted with, and practises the best methods, depending mainly on what has been called the intellectual method. He has recourse occasionally to other methods now practised in all our best schools. He has obtained a certificate of merit. 5. The master is zealous and conscientious, and does his work with energy, perseverance, and considerable skill. (Books and apparatus)—The pupils supply their own books. The apparatus consisted of a good set of maps, a globe, and black board. (Desks and furniture)—There is a good supply of desks and furniture. In the one end of the room is a gallery capable of accommodating 60 or 70 children. None of the desks are parallel; they could easily be made so. Since my visit two pupil teachers have been apprenticed in this school, who will enable the master greatly to improve it in organization, discipline, and instruction.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

| NAME OF SCHOOL. | Character of Instruction in each Class. | Number present at Examination. | Number of Children learning | | | | | | | | No. of Children learning Arithmetic, as far as | | | | | | Number of Children Writing on | | | | No. of Children Reading | | | | Number of Children on the Books, aged | | | | | | | |

(c) Sew or knit.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

New North, Edinburgh. Inspected June 4, 1849.—Visited for the purpose of forming an opinion of the teacher of the industrial department, who had appeared before me as a candidate for a certificate of merit, and who was declared entitled to it provided I could report favourably of her as a teacher. She has since obtained her certificate.

Rutherglen. Inspected June 8, 1849.—Visited for the purpose of forming an opinion of his skill as a teacher. Circumstances prevented me from ascertaining this at the autumn examination for certificates of merit. He has since obtained a certificate.

West Port. Inspected June 15, 1849.—1. Fair. 2. Imperfect. 3. Good methods, practised with some degree of skill. 5. A young, active, and zealous teacher, but requiring more experience; he will, I think, greatly improve. The five pupil-teachers who have been employed during the last year will enable the master to improve the school in organization and discipline; but there is still great need of a more systematic arrangement, and of more calmness and quiet in the management. The pupil-teachers did not make so good an appearance as I expected during the examination. Great pains had been bestowed by the master in training them to skill in teaching. They taught well. (Books and apparatus)—A good supply of books, each supplying his own; more apparatus desirable. (Desks and furniture)—A good supply, and the arrangement of them is good.

Newbigging, Boys'. Inspected May 3, 1849.—1. The classification is rather too minute. Too many classes, especially in the lower and more elementary branches. The organization is good. 2. Mild, and upon the whole good. 3. The best methods are known and practised. 5. He is able, zealous, and, were he not over-burdened, would be efficient and successful. The pupil-teachers having now received some training will enable him, I think, greatly to improve the school. (Books and apparatus) —Each child supplies his own books. There is a pretty complete set of apparatus. (Desks and furniture)—The desks are arranged around the walls; the forms are moveable; there is a sufficient supply of each sort.

Newbigging, Girls'. Inspected May 3, 1849.—The industrial department of the school, to which the girls in the juvenile school are sent in draughts for instruction in sewing, knitting, &c.

Dunblane. Inspected June 19, 1849.—I visited for the purpose of examining candidates for apprenticeship; but owing to the recent change of teacher, did not proceed with the examination.

Bannockburn. Inspected June 20, 1849.—Visited for the purpose of examining candidates for apprenticeship; but owing to arrangements which the managers had in contemplation in regard to their school, involving a change of teacher, I did not think it expedient to proceed with the examination.

Blackford, Boys'. Inspected June 21, 1849.—1. It is fairly organised. 2. Apparently mild, and at the same time sufficiently firm; the order is very good. 3. The master was trained at the Edinburgh Normal school, and is acquainted with the methods practised there, and practises them with some degree of skill. 5. Zealous, industrious, but deficient in spirit and energy. (Books and apparatus)—Each pupil supplies his own books; there is a tolerably good supply of apparatus. (Desks and furniture)—There is a sufficient supply of them, and they are conveniently and nicely arranged.

Blackford, Girls'. Inspected June 21, 1849.—1. Good. 2. Mild. 3. Good methods practised. 5. Zealous, active, spirited, and skilful. (Books and apparatus)—Each child provides her own books; there is sufficient apparatus. (Desks and furniture)—There is a sufficient supply of these, and they are conveniently arranged.

Muthill. Inspected June 21, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods somewhat known, but not skilfully practised. 5. Painstaking and conscientious, but deficient in skill; anxious to improve. (Books and apparatus)—A good supply of books, but a larger supply of apparatus very desirable. (Desks and furniture)—A good supply of these, and admirably well arranged.

Killin. Inspected June 22, 1849.—I expected to find here a certificated master, but found that he has been appointed to another situation. The school here was very thinly attended, and is kept in a very unsuitable and incommodious house. I was pleased with the calm and quiet, but energetic manner of the master.

Kiltyrie. Inspected June 22, 1849.—The master of this school has recently received another appointment. The school was closed. No successor had been appointed at the time of my visit.

Lawers. Inspected June 22, 1849.—1. Imperfect. 2. Mild and firm. 3. Good methods known and practised with considerable skill. 5. An energetic, zealous, and skilful master. (Books and apparatus)—A good supply of books, each child bringing his own; a great deficiency of apparatus. (Desks and furniture)—A tolerably good supply.—N.B. Since my visit one pupil-teacher has been apprenticed.

Logierait. Inspected June 23, 1849.—1. Admirable. 2. Excellent. 3. The best methods practised with great skill. 5. Young but active, intelligent, zealous, and highly efficient; he possesses a certificate of merit. (Books and apparatus)—A good supply of books; a larger assortment of apparatus is desirable. (Desks and furniture) —A good supply, and well arranged.

Tranent. Inspected June 29, 1849.—1. Good. 2. Good. 3. Good methods, practised with much energy and skill. 5. A painstaking, vigorous, and skilful teacher; he has a certificate of merit. (Books and apparatus)—A good supply of both. (Desks and furniture)—A good supply, and well arranged.—N.B. Pupil-teachers have been employed in this school during the past year, and to their assistance much of the excellence of the school is to be ascribed.

Edinburgh, Pilrig. Inspected July 2, 1849.—1. Not good. 2. Mild and firm. 3. He knows the best, and practises them in the higher branches with much skill. 5. A zealous and conscientious master; he possesses a certificate of merit. (Books and apparatus)—Each pupil furnishes his own; there is a good supply of the ordinary apparatus. (Desks and furniture)—There is a good supply.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning: Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	No. of Children learning Arithmetic, as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Number of Children Writing on Paper: Abstracts or Composition.	From Copies.	Slates: Abstracts or Composition.	From Dictation or Memory.	From Copies.	No. of Children Reading: Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	Number of Children on the Books, aged: 7	8	9	10	11	12	13	14	Who have left within the last 12 Months.	Admitted within th last 12 Months.	In ordinary Attendance.
South Leith, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Edinburgh, Tolbooth, F. C.	1 to 5 *g.*	125	.	.	6	.	.	.	31	49	11	9	.	12	27	47	.	47	.	.	.	49	71	49	27	51	13	17	14	13	5	3	6	89	237	120
Edinburgh, Free St. Mary.	1, 2 *ex*, 3 to 8 *g.*	114	.	.	2		60	13	28	46	10	.	3	4	9	8	.	57	10	27	.	59	59	34	21	99	24	13	10	8	9	2	5	59	84	136
Dalkeith, F. C. Boys' . . .	1 to 6 *g.*	87	.	.	.	.	.	.	42	.	1	2	4	9	10	.	.	49	.	.	.	61	61	17	9	39	30	6	19	8	3	.	3	32	140	108
Eyemouth, F. C. Infant and Industrial.	1 to 5.	58	1	.	3	.	48	12	48	48	6	7	14	.	20	.	12	48	16	12	23	48	51	5	5	12	12	6	11	10	4	4	2	52	113	61
Juvenile . .	.	58	1	.	3	.	48	12	48	48	6	7	14	.	20	.	12	48	16	12	23	48	51	5	5	13	12	6	11	10	4	4	2	52	113	61
Free Church Normal School, Edinburgh.	.	.	30	30	30	90	300	300	400	450	70	60	80	130	140	80	160	320	.	.	.	600	600	80	30	100	remainder between these ages.						130	170	170	620
			Latin 30, French 35.																																
Roxburgh, F. C. . .	.	122	.	.	.	.	.	.	.	24	.	.	.	6	14	31	.	14	.	14	31	14	24	23	51	100	.	76	{ 12 yrs. 40, } { total 140 }						110	240	130
Inverness, F. C. Model	.	253	20	20	20	.	270	38	110	72	32	26	30	34	48	53	38	163	38	148	.	134	140	36	19	52	35	42	39	44	36	34	58	80	360	274
Glen-Urquhart, F. C.	.	45	5	.	14	.	.	11	18	15	11	9	8	4	.	.	.	29	.	8	.	20	44	18	7	29	15	16	24	17	18	19	59	.	107	62
Daviot, F. C. Boys' . . .	1 to 7.	40	1	1	2	.	.	8	13	8	4	10	2	4	3	.	2	29	1	9	.	17	25	16	7	14	5	7	16	8	13	16	21	41	99	.
Killearnan, F. C. . .	.	65	1	4	.	.	60	16	41	17	15	8	9	9	.	.	.	62	39	21	13	.	55	37	5	14	4	4	11	10	20	16	10	11	89	80
Conon, Dingwall, F. C.	.	.	.	.	.	.	.	10	15	10	10	12	6	4	.	.	6	24	12	12	.	25	15	8	12	12	4	6	12	10	8	5	3	.	.	60
Dingwall, F. C. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

	2. Discipline.	3. Methods.	4. Instruction.	5. Master and Mistress.	6. Special.

July 2, 1849.—1. Imperfect. 2. Imperfect. 3. The best ... much skill. 5. A young, intelligent, energetic, zealous, and ... efficient in the power of organizing and managing his school. ... od will become, I think, a first rate teacher; he has a certi... ool apparatus)—A good supply of books; a larger assortment ... —N.B. Pupil-teachers are apprenticed here.

... pected July 3, 1849.—1. Good. 2. Imperfect. 3. The best ... much skill. 5. An energetic and skilful master; he has a cer... and apparatus)—A good supply of books; more apparatus ... ture)—A good supply of these; the arrangement is tolerably

... Boys'. Inspected July 3, 1849.—1. Admirable. 2. Singu... firm. 3. Admirable. 5. A very able and skilful master; ... merit. (Books and apparatus)—Each pupil provides his own ... supply of ordinary apparatus. (Desks and furniture)—A suffi... arrangement is good.

... July 4, 1849.—1. Good. 2. Mild and firm. 3. Good. 5. Both ... active, zealous, and successful teachers; both possess certifi... and apparatus)—A good supply. (Desks and furniture)—A good ... good.—N.B. An admirably organized and conducted school. ... the studies of the pupils in the higher branches in English Litera... Greek, French, Mathematics; and to the other master is entrusted the ... of the Juvenile school. Both are able, skilful teachers.

... mouth, Infant and Industrial. Inspected July 6, 1849.—An admirable specimen ... the Infant and Industrial school.

Eyemouth, Juvenile. Inspected July 6, 1849.—1. Excellent. 2. Excellent. 3. Good methods, practised with much skill. 5. An able, painstaking, and highly efficient master; he possesses a certificate of merit. (Books and apparatus)—A good supply of books; more apparatus desirable.

Free Church Normal School, Edinburgh. Inspected July 10, 1849.—This day was spent in the examination of the seventeen pupil-teachers apprenticed in the model schools belonging to this institution. A considerable number of new candidates presented themselves, and the appearance made by all was admirable.

Roxburgh. Inspected July 11, 1849.—The assistant-master of this school possesses a certificate of merit; the younger classes are entrusted to his care, and he discharges his duties carefully and with some skill. 1. Imperfect. 2. Imperfect. 3. Good methods practised. 5. Painstaking, and having some skill. (Books and apparatus)—Some of the children without books; a great want of apparatus. (Desks and furniture)—A sufficient supply of these.

Inverness. Inspected July 16, 1849.—This is an admirably-organized and ably-conducted institution; there are three masters and an industrial teacher. To the rector is entrusted the higher departments of instruction, embracing English Literature, Latin, Greek, French, and Mathematics. The second master conducts the arithmetical writing and geographical departments; and the third has charge of the younger pupils. All discharge their duties zealously and skilfully. The rector and second master possess a certificate of merit. 1. Admirable. 2. Good. 3. The best methods are practised. 5. I have characterized the masters already. (Books and apparatus)—A good supply of books, but a great deficiency of good apparatus. (Desks and furniture)—These are quite unworthy of such an institution.

Glen-Urquhart. Inspected July 17, 1849.—1. Excellent. 2. Good. 3. The best are practised with much skill. 5. Able, zealous, and skilful master; he has a certificate of merit. (Books and apparatus)—A most imperfect supply. (Desks and furniture)—A miserable supply. The school-house is the worst I have visited for a long time.

Daviot. Inspected July 18, 1849.—1. Not quite satisfactory. 2. Mild and firm. 3. Pretty good. 5. An active, zealous, and improving teacher; he possesses a certificate of merit. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—a good supply, but ill arranged.

Killearnan. Inspected July 19, 1849.—1. Good. 2. Good 3. Good. 5. Earnest, able, and skilful. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply.—N.B. Since my visit pupil-teachers have been apprenticed.

Canon Dingwall. Inspected July 19, 1849.—1. Fair. 2. Good. 3. Good methods practised. 5 A zealous, active, and efficient master. (Books and apparatus)—A good supply of books, but a great scarcity of apparatus. (Desks and furnitu.e)—A tolerably good supply.

Dingwall. Inspected July 20, 1849.—A miserable school-house. I examined some of the candidates for apprenticeship; but the managers of the school have never transmitted to me the forms which I left to be filled up by them. The master, who did his work with spirit and ability, has since left.

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued*.

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								No. of Children learning Arithmetic, as far as						Number of Children Writing on					No. of Children Reading				Number of Children on the Books, aged											Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14										

Bowmore Foreland, F. C.	1 to 5 *g.*	36	4	3	4	.	12	9	9	17	3	3	2	6	1	1	5	19	.	.	.	14	27	13	9	19	10	7	4	5	1	3	7	43	98	49
East Townend, Forfar	.	152	.	2	.	.	.	34	29	42	17	8	10	3	37	.	.	84	.	29	.	70	128	64	37	.	.	.	.	.	.	.	.	.	.	170
West Townend, Forfar	.	87	.	.	.	.	84	16	37	62	3	4	9	22	27	27	.	64	.	36	43	62	62	46	50	.	.	.	.	.	.	.	.	.	.	110

(*a*) Latin. (*b*) French.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Alness. Inspected July 20, 1849.—I examined several candidates for apprenticeship here; but the forms which require to be filled up in regard to them have never been transmitted to me by the managers.

Bridgend. Inspected July 20, 1849.—A fair specimen of a country school, taught by a zealous and rapidly-improving teacher. The pupils were too young for apprenticeship.

Roskeen, Invergordon. Inspected July 21, 1849.—At the time of my visit the school was almost deserted, owing to some epidemic raging in the village.

Dornoch. Inspected July 23, 1849.—1. Imperfect. 2. Imperfect. 3. Good methods somewhat known and practised. (Books and apparatus)—Macculloch and Thomson's series. (Desks and furniture)—The school is thoroughly equipped with desks and furniture.

Cromarty. Inspected July 24, 1849.—1. Good. 2. Fair. 3. Good methods practised. 5. Conscientious, accomplished, and skilful; he possesses a certificate of merit. (Books and apparatus)—A good supply of books, but more apparatus very desirable. (Desks and furniture)—A good supply.

Jemimaville. Inspected July 24, 1849.—1. Tolerably good. 2. Imperfect. 3. Good methods practised. 5. Painstaking, zealous, and skilful; he possesses a certificate of merit. (Books and apparatus)—A fair supply of books; very little apparatus. (Desks and furniture)—A tolerably good supply, but ill arranged.

Kirkhill. Inspected July 25, 1849.—1. Imperfect. 2. Good. 3. Good methods practised. 5. A conscientious, diligent, and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply of books, but very little apparatus. (Desks and furniture)—A tolerably good supply, but ill arranged.

Culloden. Inspected July 25, 1849.—1. Good. 2. Mild and firm. 3. Good. 5. A zealous and successful teacher; he possesses a certificate of merit. (Books and apparatus)—A good supply of both. (Desks and furniture)—A good supply, and arrangement very good.

Strathkerrick. Inspected July 26, 1849.—1. Good. 2. Mild and firm. 3. Good methods are practised with considerable skill. 5. A zealous, conscientious, and fairly-efficient master. (Books and apparatus)—An imperfect supply of them. (Desks and furniture)—A good supply.

Nairn. Inspected July 27, 1849.—1. Admirable. 2. Admirably kind and sufficiently firm. 3. The best are practised with much judgment and skill. 5. A very able and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply; the arrangement very good.

Urquhart. Inspected July 28, 1849.—1. Good. 2. Mild and firm. 3. The best methods are known and practised. 5. A zealous, conscientious, and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply, and more to be immediately got. (Desks and furniture)—An imperfect supply.

Methven. Inspected August 24, 1849.—1. Very imperfect. 2. Tolerably good. 3. Good methods attempted, but most imperfectly practised. 5. Laborious and diligent, but not skilful or efficient. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply.

Stanley. Inspected August 24, 1849.—1. Pretty good. 2. Mild. 3. Good. 5. A zealous, conscientious, and efficient master. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—A good supply.

Strathbrand. Inspected August 25, 1849.—1. Good. 2. Admirable. 3. Good. 5. Quiet, intelligent, zealous, and efficient. 6. A good specimen of a country school. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—A good supply.

Bowmore Foreland. Inspected August 31, 1849.—1. Good. 2. Good. 3. Good. 5. Zealous, skilful, and able. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply.

East Townend. Inspected October 31, 1849.—1. Good. 2. Good. 3. Good. 5. Zealous, active, and skilful. (Books and apparatus)—A good supply of books; not much apparatus. (Desks and furniture)—A good supply, but not well arranged.

West Townend. Inspected October 31, 1849.—1. Imperfect. 2. Too lax. 3. Fair. 5. Zealous and earnest, and somewhat skilful. (Books and apparatus)—A good supply of books; not much apparatus. (Desks and furniture)—A good supply, but ill arranged.

2 x 2

Considering how short a time the students remain, the knowledge of which they afforded the evidence reflects, in my judgment, great credit upon the labours of that able body of men who are in this Institution charged with their instruction.

Besides the students, 32 masters trained in the Institution presented themselves as candidates for certificates. I have appended a list of the questions proposed to them by Mr. Bellairs and myself.

The following Table contains a statement of the number and the number per cent., whose exercises in the several subjects of examination were considered to be entitled to the several degrees of merit there specified.

NUMBER of CANDIDATES for CERTIFICATES whose Exercises were classed severally as follows:—

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.
Religious Knowledge	9	15·25	14	23·73	19	32·20	10	16·95	6	10·17	1	1·69
Church History	3	5·09	14	23·73	15	25·42	11	18·64	6	10·17	10	16·95
Spelling	.	..	46	79·31	4	6·89	1	1·71	7	12·07	.	..
Penmanship	.	..	25	43·10	26	44·83	6	13·45	1	1·71	.	..
Arithmetic	9	15·52	16	27·59	5	8·62	11	18·96	16	27·41	1	1·71
Grammar	4	6·89	7	12·07	15	25·86	20	34·48	10	17·14	2	3·45
English History	3	5·17	13	22·41	12	22·41	11	18·96	15	25·86	3	5·17
Geography	.	..	11	18·96	13	22·41	11	18·96	16	27·41	7	12·07
Popular Astronomy	.	..	2	3·45	8	13·80	15	25·86	12	20·69	21	36·21
Geometry	5	8·62	5	8·62	1	1·71	6	13·45	8	13·80	33	56·90
Mechanics	.	..	7	12·07	7	12·07	15	25·86	6	13·45	23	39·66
Mensuration	4	6·89	7	12·07	.	..	17	29·31	19	32·74	11	18·96
Algebra	2	3·45	8	13·80	18	31·03	23	39·66	5	8·62	2	3·45
Notes of a Lesson	2	3·45	3	5·17	14	24·14	13	22·41	13	22·41	13	22·41
Essay	2	3·45	2	3·45	15	25·86	13	22·41	13	22·41	13	22·41
General History	.	..	.	..	.	..	.	..	.	..	.	..
Physical Sciences	1	1·71	3	5·17	9	15·52	8	13·80	8	13·80	29	50·00
Higher Mathematics	1	1·71	3	5·17	2	3·45	.	..	.	..	52	89·66
Latin	.	..	.	..	1	1·71	.	..	.	..	57	98·28
Greek	.	..	.	..	.	..	1	1·71	.	..	57	98·28

Battersea, July 1848.

The following Table contains a statement of the number of certificates granted.

	First Class.			Second Class.			Third Class.		
	Sections			Sections			Sections		
	1	2	3	1	2	3	1	2	3
Schoolmasters	..	..	..	1	2	4	7	2	3
Students	..	2	1	1	..	2	3	1	4

Battersea, August 1848.

At no previous examination of this Institution has so high a standard of instruction been reached.

Report by the Rev. HENRY MOSELEY, *Her Majesty's Inspector of Schools*, M.A., F.R.S., *on the National Society's Training School at Battersea; examined by* Rev. H. MOSELEY *and* Rev. H. W. BELLAIRS, *in July* 1848.

MY LORDS,

IT having been directed by your Lordships, at the close of the year 1848, that the examinations of all training schools should, for the future, take place at Christmas, and an examination of the Battersea Training School having been held at the preceding Midsummer, the next examination was postponed until Christmas, 1849; leaving an interval of one year and a half between the two. This circumstance, and the fact that no Reports of the Inspectors were published in the year 1849, will account to you for the long period which has intervened between the publication of this Report, and the examination to which it refers, and for the narrow limits within which I have thought it expedient to confine it.

The number of students resident at Midsummer 1848, was 65, whose ages varied from 16 to 32, the average being 22¼. They were of the same classes in society as heretofore—clerks, small tradesmen, skilled workmen, schoolmasters' assistants, and the like. The greater number of these young men appear to have been encouraged to seek the office of schoolmaster by the clergymen of their several parishes, and to have come strongly recommended by them. It is therefore to be presumed that the favourable opinion on which this recommendation is founded extends over some years, and that it affords certain evidence of consistent conduct, and probable evidence of a religious character and pious dispositions. That, moreover, it is some guarantee for the general intelligence of the candidate, and his love of knowledge. The fact that the greater number are found to have been for some years teachers in Sunday schools strengthens this probability.

It is from this class of persons, as far as my experience goes, that the best schoolmasters have hitherto been formed. I only regret that there is no training Institution in which they can be received free of all expense, so as to ensure the candidature of a sufficient number to make practicable the selection of those only for admission who possess the requisite qualities of the teacher.

It would be another condition of success that the time of their training should be sufficient. I wish I could report that this was the case in the Battersea Training School. One year is, I need scarcely say, wholly insufficient; nevertheless the residence of the great majority of the students does not exceed that time.

Considering how short a time the students remain, the knowledge of which they afforded the evidence reflects, in my judgment, great credit upon the labours of that able body of men who are in this Institution charged with their instruction.

Besides the students, 32 masters trained in the Institution presented themselves as candidates for certificates. I have appended a list of the questions proposed to them by Mr. Bellairs and myself.

The following Table contains a statement of the number and the number per cent., whose exercises in the several subjects of examination were considered to be entitled to the several degrees of merit there specified.

NUMBER of CANDIDATES for CERTIFICATES whose Exercises were classed severally as follows:—

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.
Religious Knowledge	9	15·25	14	23·73	19	32·20	10	16·95	6	10·17	1	1·69
Church History	3	5·09	14	23·73	15	25·42	11	18·64	6	10·17	10	16·95
Spelling	.	..	46	79·31	4	6·89	1	1·71	7	12·07	.	..
Penmanship	.	..	25	43·10	26	44·83	6	13·45	1	1·71	.	..
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Popular Astronomy	.	..	2	3·45	8	13·80	15	25·86	12	20·69	21	35·21
Geometry	5	8·62	5	8·62	1	1·71	6	13·45	8	13·80	33	56·90
Mechanics	.	..	7	12·07	7	12·07	15	25·86	6	13·45	23	39·66
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Algebra	2	3·45	8	13·80	18	31·03	23	39·66	5	8·62	2	3·45
Notes of a Lesson	2	3·45	3	5·17	14	24·14	13	22·41	13	22·41	13	22·41
Essay	2	3·45	2	3·45	15	25·86	13	22·41	13	22·41	13	22·41
General History	.	..	.	..	.	..	.	..	.	..	.	..
Physical Sciences	1	1·71	3	5·17	9	15·52	8	13·80	8	13·80	29	50·00
Higher Mathematics	1	1·71	3	5·17	2	3·45	.	..	.	..	52	89·66
Latin	.	..	.	..	1	1·71	.	..	.	..	57	98·28
Greek	.	..	.	..	.	..	1	1·71	.	..	57	98·28

Battersea, July 1848.

The following Table contains a statement of the number of certificates granted.

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	Sections			Sections			Sections		
	1	2	3	1	2	3	1	2	3
Schoolmasters	..	..	..	1	2	4	7	2	3
Students	..	2	1	1	..	2	3	1	4

Battersea, August 1848.

At no previous examination of this Institution has so high a standard *of instruction* been reached.

The principle of accustoming the students to view every subject, from the first, under the double aspect of that which they have themselves to learn and that which they have also to teach, appears to govern, in a greater or less degree, the whole course of instruction; and this is done the more easily and the more naturally as the two principal lecturers, the Rev. T. Hunter (the Vice-Principal), and Mr. Tate (the Mathematical Lecturer), are themselves excellent elementary teachers.

The labours of the Principal for the general welfare of the Institution, under the difficult circumstances in which it has been placed by the straitened means of the National Society, are characterized by the same perseverance and the same energy as heretofore. If it continues to exist and to be efficiently maintained under the circumstances I have described, it must indeed be mainly due to his personal exertions.

From a report I have received from the Physician, Dr. Connor, it appears that no endemic or particular illness had prevailed during the year which preceded my inspection, and that the health of the students had been generally good. He complains, however, of the dormitories in the old building being overcrowded and imperfectly ventilated, and expresses a fear lest if any fever should prevail there, it might be difficult to control.

It is to be regretted that the Vice-Principal does not reside within the walls of the College, or near it, or the Mathematical Lecturer, or indeed any other officer than the Principal,—and the more so, as by the responsibility thrown upon the Principal, in respect to the maintenance of the Institution, he is compelled frequently to be from home.

It has always been a subject of great regret with me, that residences are not provided for all the officers within the grounds, which afford every facility for that purpose; and that the College has no chapel.

Considering that your Lordships' grants can in no other way be more advantageously applied than in providing for the efficient training of teachers, and having found this, as well as other training schools, to be greatly straitened in the means and appliances of instruction, by their poverty, I may perhaps be permitted to suggest that it would be a great assistance to them if, instead of your annual grants being made *retrospectively* they were made *prospectively*, so as to include grants in respect to such probationary students as appear on examination likely to become good schoolmasters, and to provide for their education during the year which follows, instead of remunerating the college for it during the year which has preceded their examination.

Under these circumstances the total income of the college would be known to the managers from the beginning of the year, instead of being, as it is now, left in doubt until the end

of it, and there would be this farther practical advantage that the managers would have placed at their disposal funds necessary for the maintenance of all such candidates for admission, as afforded reasonable promise of becoming good schoolmasters, and might admit no others, instead of being compelled, as they are now by the state of their finances, to receive all who can pay.

It would, perhaps, be expedient to limit this privilege to those training schools whose course extends over two years at the least.

I have the honor to be, &c.,
HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

SCRIPTURAL KNOWLEDGE.

(*Not more than one Question to be answered in each Section.*)

THE first and second books of Samuel; and the gospel according to St. John.

Section 1.

Give dates for the following events:—

1. The deluge, and the passage of Jordan.
2. The death of Abraham, and the anointing of Saul.
3. The birth of Samuel, and the end of the kingdom of Israel.

Section 2.

What events are associated historically with the following places?—

1. Carmel.
2. Shiloh.
3. The City of Samaria.

Section 3.

1. What region was inhabited by the Amalekites—what was their sin—and when and under what circumstances punished?
2. State, shortly, under what circumstances David spared the life of Saul; and give some account of his death, and of that of his successor in the kingdom of Israel.
3. What was David's second great offence against God—how punished—and how expiated?

Section 4.

1. Describe Saul's interview with the witch of Endor.
2. Relate the parable of the widow of Tekoah.
3. What other prophets than Samuel are supposed to have written parts of the books known by his name; and on what authority?
4. "In that day I will perform against Eli all the things which I have spoken concerning his house; when I begin I will also make an end."—1 *Sam.* iii. 12. Under what circumstances was this prophecy fulfilled? What *other prophecies* are there in the book of Samuel?

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								No. of Children learning Arithmetic, as far as						Number of Children Writing on				No. of Children Reading				Number of Children on the Books, aged									Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper. Abstracts or Composition.	Paper. From Copies.	Slates. Abstracts or Composition.	Slates. From Dictation or Memory.	Slates. From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14			
South Leith, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Edinburgh, Tolbooth, F. C.	1 to 5 *g.*	125	.	.	6	.	.	.	31	49	11	9	.	12	27	47	.	47	.	.	.	49	71	49	27	51	13	17	14	13	5	3	6	89	237	120
Edinburgh, Free St. Mary.	1, 2 *er*, 3 to 8 *g.*	114	.	.	2		60	13	28	46	10	.	3	4	9	8	.	57	10	27	.	59	59	34	21	99	24	13	10	8	9	2	5	59	84	136
Dalkeith, F. C. Boys' . . .	1 to 6 *g.*	87	.	.	.	.	.	.	42	.	1	2	4	9	10	.	.	49	.	.	.	61	61	17	9	39	30	6	19	8	3	.	3	32	140	108
Eyemouth, F. C. Infant and Industrial.	1 to 5.	58	1	.	3	.	48	12	48	48	6	7	14	.	20	.	12	48	16	12	23	48	51	5	5	12	12	6	11	10	4	4	2	52	113	61
Juvenile . .	.	58	1	.	3	.	48	12	48	48	6	7	14	.	20	.	12	48	16	12	23	48	51	5	5	13	12	6	11	10	4	4	2	52	113	61
Free Church Normal School, Edinburgh.	.	.	30	30	30	90	300	300	400	450	70	60	80	130	140	80	160	320	.	.	.	600	600	80	50	100	remainder between these ages.						130	170	170	620
			Latin 30, French 35.																																
Roxburgh, F. C. . .	.	122	.	.	.	.	.	.	.	24	.	.	.	6	14	31	.	14	.	14	31	14	24	23	51	100	.	76	{ 12 yrs. 40, } { total 140 }						110	240	130
Inverness, F. C. Model	.	253	20	20	20	.	270	38	110	72	32	26	30	34	48	53	38	163	38	148	.	134	140	36	19	52	35	42	39	44	36	34	58	80	360	274
Glen-Urquhart, F. C.	.	45	5	.	14	.	.	11	18	15	11	9	8	4	.	.	.	29	.	8	.	20	44	18	7	29	15	16	24	17	18	19	59	.	107	62
Daviot, F. C. Boys' . . .	1 to 7.	40	1	1	2	.	.	8	13	8	4	10	2	4	3	.	2	29	1	9	.	17	25	16	7	14	5	7	16	8	13	16	21	41	99	.
Killearnan, F. C. . .	.	65	1	4	.	.	60	16	41	17	15	8	9	9	.	.	.	62	39	21	13	.	55	37	5	14	4	4	11	10	20	16	10	11	89	60
Conon, Dingwall, F. C.	.	.	.	.	.	.	.	10	15	10	10	12	6	4	.	.	6	24	12	12	.	25	15	8	12	12	4	6	12	10	8	5	3	.	.	60
Dingwall, F. C. . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

GENERAL OBSERVATIONS.

1. Organization.	2. Discipline.	3. Methods.	4. Instruction.	5. Master and Mistress.	6. Special.
South Leith. Inspected July 2, 1849.—1. Imperfect. 2. Imperfect. 3. The best methods practised with much skill. 5. A young, intelligent, energetic, zealous, and skilful master, but still deficient in the power of organizing and managing his school. He is rapidly improving, and will become, I think, a first rate teacher; he has a certificate of merit. (Books and apparatus)—A good supply of books; a larger assortment of apparatus most desirable.—N.B. Pupil-teachers are apprenticed here.			certificate of merit; the younger classes are entrusted to his care, and he discharges his duties carefully and with some skill. 1. Imperfect. 2. Imperfect. 3. Good methods practised. 5. Painstaking, and having some skill. (Books and apparatus)—Some of the children without books; a great want of apparatus. (Desks and furniture)—A sufficient supply of these.		
Edinburgh, Tolbooth. Inspected July 3, 1849.—1. Good. 2. Imperfect. 3. The best methods practised with much skill. 5. An energetic and skilful master; he has a certificate of merit. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—A good supply of these; the arrangement is tolerably good.			*Inverness.* Inspected July 16, 1849.—This is an admirably-organized and ably-conducted institution; there are three masters and an industrial teacher. To the rector is entrusted the higher departments of instruction, embracing English Literature, Latin, Greek, French, and Mathematics. The second master conducts the arithmetical writing and geographical departments; and the third has charge of the younger pupils. All discharge their duties zealously and skilfully. The rector and second master possess a certificate of merit. 1. Admirable. 2. Good. 3. The best methods are practised. 5. I have characterized the masters already. (Books and apparatus)—A good supply of books, but a great deficiency of good apparatus. (Desks and furniture)—These are quite unworthy of such an institution.		
Edinburgh, St. Mary. Boys'. Inspected July 3, 1849.—1. Admirable. 2. Singularly mild and sufficiently firm. 3. Admirable. 5. A very able and skilful master; he has a certificate of merit. (Books and apparatus)—Each pupil provides his own books; there is a good supply of ordinary apparatus. (Desks and furniture)—A sufficient supply, and the arrangement is good.			*Glen-Urquhart.* Inspected July 17, 1849.—1. Excellent. 2. Good. 3. The best are practised with much skill. 5. Able, zealous, and skilful master; he has a certificate of merit. (Books and apparatus)—A most imperfect supply. (Desks and furniture)—A miserable supply. The school-house is the worst I have visited for a long time.		
Dalkeith. Inspected July 4, 1849.—1. Good. 2. Mild and firm. 3. Good. 5. Both masters are accomplished, active, zealous, and successful teachers; both possess certificates of merit. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply; the arrangement good.—N.B. An admirably organized and conducted school. The rector conducts the studies of the pupils in the higher branches in English Literature, Latin, Greek, French, Mathematics; and to the other master is entrusted the management of the Juvenile school. Both are able, skilful teachers.			*Dunlop.* Inspected July 18, 1849.—1. Not quite satisfactory. 2. Mild and firm. 3. Pretty good. 5. An active, zealous, and improving teacher; he possesses a certificate of merit. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—a good supply, but ill arranged.		
Eyemouth, Infant and Industrial. Inspected July 6, 1849.—An admirable specimen of the Infant and Industrial school.			*Kilmarnock.* Inspected July 19, 1849.—1. Good. 2. Good 3. Good. 5. Earnest, able, and skilful. (Books and apparatus)—A good supply; (Desks and furniture)—A good supply.—N.B. Since my visit pupil-teachers have been apprenticed.		
Eyemouth, Juvenile. Inspected July 6, 1849.—1. Excellent. 2. Excellent. 3. Good methods, practised with much skill. 5. An able, painstaking, and highly efficient master; he possesses a certificate of merit. (Books and apparatus)—A good supply of books; more apparatus desirable.			*Comon Dingwall.* Inspected July 19, 1849.—1. Fair. 2. Good. 3. Good methods practised. 5. A zealous, active, and efficient master. (Books and apparatus)—A good supply of books, but a great scarcity of apparatus. (Desks and furniture)—A tolerably good supply.		
Free Church Normal School, Edinburgh. Inspected July 10, 1849.—This day was spent in the examination of the seventeen pupil-teachers apprenticed in the model schools belonging to this institution. A considerable number of new candidates presented themselves, and the appearance made by all was admirable.			*Dingwall.* Inspected July 20, 1849.—A miserable school-house. I examined some of the candidates for apprenticeship; but the managers of the school have never transmitted to me the forms which I left to be filled up by them. The master, who did his work with spirit and ability, has since left.		
Roxburgh. Inspected July 11, 1849.—The assistant-master of this school possesses a					

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, John Gibson, Esq., on Schools in Scotland—*continued.*

NAME OF SCHOOL.	Character of Instruction in each Class.	Number present at Examination.	Number of Children learning								No. of Children learning Arithmetic, as far as						Number of Children Writing on				No. of Children Reading				Number of Children on the Books, aged																	
			Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Grammar.	Geography.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.	Paper.		Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.	7	8	9	10	11	12	13	14		Who have left within the last 12 Months.	Admitted within the last 12 Months.	In ordinary Attendance.				
																	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.																						
Alness, F. C.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Bridgend, F. C.	.	92		.	.	.	.	6	9	6	Arithmetic 22, Latin 2.						.	38	.	.	.	50	72	22	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	98
Roskeen, Invergordon, F. C.		.	.	.	.	.	109	12	20	28	12	10	8	8	8	6	18	65	18	18	.	67	67	18	24	14	13	11	12	12	16	14	17	40	160	109						
Dornock, F. C.	.	68	.	.	.	.	.	9	6	8	7	9	3	8	.	.	7	35	.	.	.	28	32	20	14	19	10	13	10	7	15	6	6	25	28	86						
Cromarty, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Jemimaville, F. C.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kirkhill, F. C.	1 to 5 *f.*	80	.	.	.	.	.	9	9	8	4	7	.	.	8	.	6	38	.	5	.	9	29	23	19	27	15	9	7	5	12	6	9	14	116	75						
Culloden, F. C.	1, 2 *ex*, 3 to 5 *g.*	66	.	.	.	.	.	9	10	13	5	2	4	3	4	.	.	.	.	.	20	20	17	34	9	19	10	14	16	9	4	4	5	86	165	.						
Strathcrrick, F. C.	.	.	.	.	.	.	.	.	10	8	3	5	6	4	5	4	.	28	.	6	.	27	19	8	5	29	4	5	15	12	14	12	16	.	47	40						
Nairn, F. C.	1 to 6 *er.*	73	6	17	5	.	.	23	50	50	10	12	16		.	.	29	57	29	27	12	56	80	13	4	14	13	22	15	10	6	5	9	38	131	.						
Urquhart, F. C.	.	79	4	4	4	.	40	20	36	60	12	7	17	26	.	.	24	92	24	24	.	62	110	49	9	27	11	12	12	12	14	13	19	48	120	86						
Methven, F. C.	.	.	1	.	.	.	.	.	2	20	2	.	2	3	3	.	2	28	4	4	.	18	28	5	13	31	8	4	1	6	.	2	1	.	.	50						
Stanley, F. C.	1 *m*, 2 to 6 *g.*	67	1	4 (*a*)	2 (*b*)	.	.	.	42	47	9	6	3	20	.	1	.	45	10	.	2	58	58	7	2	34	24	14	7	3	6	3	5	25	43	96						
Strathbrand, F. C.	1 to 5 *y.*	40	4 (*c*)	1	.	.	.	17	5	17	4	1	2	.	6	.	.	32	.	4	.	17	27	18	5	26	6	4	3	5	6	.	2	40	92	52						

Bowmore Foreland, F. C.	1 to 5 *g*.	36	4	3	4	12	9	9	17	3	3	2	6	1	5	19	.	.	14	27	13	9	19	10	7	4	5	1	3	7	43	98	49
East Townend, Forfar	.	152	.	2	.	34	29	42	17	8	10	3	37		84	29	.	70	128	64	37	.	.	.	.	.	.	.	.	.	.	.	170
West Townend, Forfar	.	87	.	.	.	84	16	37	62	3	4		22	27	27	64	36	43	62	62	46	50	.	.	.	.	.	.	.	.	.	.	110

(*a*) Latin. (*b*) French.

GENERAL OBSERVATIONS.

1. Organization. 2. Discipline. 3. Methods. 4. Instruction. 5. Master and Mistress. 6. Special.

Alness. Inspected July 20, 1849.—I examined several candidates for apprenticeship here; but the forms which require to be filled up in regard to them have never been transmitted to me by the managers.

Bridgend. Inspected July 20, 1849.—A fair specimen of a country school, taught by a zealous and rapidly-improving teacher. The pupils were too young for apprenticeship.

Rosheen, Invergordon. Inspected July 21, 1849.—At the time of my visit the school was almost deserted, owing to some epidemic raging in the village.

Dornoch. Inspected July 23, 1849.—1. Imperfect. 2. Imperfect. 3. Good methods somewhat known and practised. (Books and apparatus)—Macculloch and Thomson's series. (Desks and furniture)—The school is thoroughly equipped with desks and furniture.

Cromarty. Inspected July 24, 1849.—1. Good. 2. Fair. 3. Good methods practised. 5. Conscientious, accomplished, and skilful; he possesses a certificate of merit. (Books and apparatus)—A good supply of books, but more apparatus very desirable. (Desks and furniture)—A good supply.

Jemimaville. Inspected July 24, 1849.—1. Tolerably good. 2. Imperfect. 3. Good methods practised. 5. Painstaking, zealous, and skilful; he possesses a certificate of merit. (Books and apparatus)—A fair supply of books; very little apparatus. (Desks and furniture)—A tolerably good supply, but ill arranged.

Kirkhill. Inspected July 25, 1849.—1. Imperfect. 2. Good. 3. Good methods practised. 5. A conscientious, diligent, and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply of books, but very little apparatus. (Desks and furniture)—A tolerably good supply, but ill arranged.

Culloden. Inspected July 25, 1849.—1. Good. 2. Mild and firm. 3. Good. 5. A zealous and successful teacher; he possesses a certificate of merit. (Books and apparatus)—A good supply of both. (Desks and furniture)—A good supply, and arrangement very good.

Strathavrick. Inspected July 26, 1849.—1. Good. 2. Mild and firm. 3. Good methods are practised with considerable skill. 5. A zealous, conscientious, and fairly-efficient master. (Books and apparatus)—An imperfect supply of them. (Desks and furniture)—A good supply.

Nairn. Inspected July 27, 1849.—1. Admirable. 2. Admirably kind and sufficiently firm. 3. The best are practised with much judgment and skill. 5. A very able and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply; the arrangement very good.

Urquhart. Inspected July 28, 1849.—1. Good. 2. Mild and firm. 3. The best methods are known and practised. 5. A zealous, conscientious, and skilful master; he possesses a certificate of merit. (Books and apparatus)—A good supply, and more to be immediately got. (Desks and furniture)—An imperfect supply.

Methven. Inspected August 24, 1849.—1. Very imperfect. 2. Tolerably good. 3. Good methods attempted, but most imperfectly practised. 5. Laborious and diligent, but not skilful or efficient. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply.

Stanley. Inspected August 24, 1849.—1. Pretty good. 2. Mild. 3. Good. 5. A zealous, conscientious, and efficient master. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—A good supply.

Strathbrand. Inspected August 25, 1849.—1. Good. 2. Admirable. 3. Good. 5. Quiet, intelligent, zealous, and efficient. 6. A good specimen of a country school. (Books and apparatus)—A good supply of books; more apparatus desirable. (Desks and furniture)—A good supply.

Bowmore Foreland. Inspected August 31, 1849.—1. Good. 2. Good. 3. Good. 5. Zealous, skilful, and able. (Books and apparatus)—A good supply. (Desks and furniture)—A good supply.

East Townend. Inspected October 31, 1849.—1. Good. 2. Good. 3. Good. 5. Zealous, active, and skilful. (Books and apparatus)—A good supply of books; not much apparatus. (Desks and furniture)—A good supply, but not well arranged.

West Townend. Inspected October 31, 1849.—1. Imperfect. 2. Too lax. 3. Fair. 5. Zealous and earnest, and somewhat skilful. (Books and apparatus)—A good supply of books; not much apparatus. (Desks and furniture)—A good supply, but ill arranged.

REPORTS ON TRAINING SCHOOLS.

Report by the Rev. HENRY MOSELEY, *Her Majesty's Inspector of Schools*, M.A., F.R.S., *on the National Society's Training School at Battersea; examined by* Rev. H. MOSELEY *and* Rev. H. W. BELLAIRS, *in July* 1848.

MY LORDS,

IT having been directed by your Lordships, at the close of the year 1848, that the examinations of all training schools should, for the future, take place at Christmas, and an examination of the Battersea Training School having been held at the preceding Midsummer, the next examination was postponed until Christmas, 1849; leaving an interval of one year and a half between the two. This circumstance, and the fact that no Reports of the Inspectors were published in the year 1849, will account to you for the long period which has intervened between the publication of this Report, and the examination to which it refers, and for the narrow limits within which I have thought it expedient to confine it.

The number of students resident at Midsummer 1848, was 65, whose ages varied from 16 to 32, the average being 22⅓. They were of the same classes in society as heretofore—clerks, small tradesmen, skilled workmen, schoolmasters' assistants, and the like. The greater number of these young men appear to have been encouraged to seek the office of schoolmaster by the clergymen of their several parishes, and to have come strongly recommended by them. It is therefore to be presumed that the favourable opinion on which this recommendation is founded extends over some years, and that it affords certain evidence of consistent conduct, and probable evidence of a religious character and pious dispositions. That, moreover, it is some guarantee for the general intelligence of the candidate, and his love of knowledge. The fact that the greater number are found to have been for some years teachers in Sunday schools strengthens this probability.

It is from this class of persons, as far as my experience goes, that the best schoolmasters have hitherto been formed. I only regret that there is no training Institution in which they can be received free of all expense, so as to ensure the candidature of a sufficient number to make practicable the selection of those only for admission who possess the requisite qualities of the teacher.

It would be another condition of success that the time of their training should be sufficient. I wish I could report that this was the case in the Battersea Training School. One year is, I need scarcely say, wholly insufficient; nevertheless the residence of the great majority of the students does not exceed that time.

Considering how short a time the students remain, the knowledge of which they afforded the evidence reflects, in my judgment, great credit upon the labours of that able body of men who are in this Institution charged with their instruction.

Besides the students, 32 masters trained in the Institution presented themselves as candidates for certificates. I have appended a list of the questions proposed to them by Mr. Bellairs and myself.

The following Table contains a statement of the number and the number per cent., whose exercises in the several subjects of examination were considered to be entitled to the several degrees of merit there specified.

NUMBER of CANDIDATES for CERTIFICATES whose Exercises were classed severally as follows:—

Subjects of Examination.	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.	No.	Proportion per cent.
Religious Knowledge	9	15·25	14	23·73	19	32·20	10	16·95	6	10·17	1	1·69
Church History	3	5·09	14	23·73	15	25·42	11	18·64	6	10·17	10	16·95
Spelling	.	..	46	79·31	4	6·89	1	1·71	7	12·07	.	..
Penmanship	.	..	25	43·10	26	44·83	6	13·45	1	1·71	.	..
Arithmetic	9	15·52	16	27·59	5	8·62	11	18·96	16	27·41	1	1·71
Grammar	4	6·89	7	12·07	15	25·86	20	34·48	10	17·14	2	3·45
English History	3	5·17	13	22·41	13	22·41	11	18·96	15	25·86	3	5·17
Geography	.	..	11	18·96	13	22·41	11	18·96	16	27·41	7	12·07
Popular Astronomy	.	..	2	3·45	8	13·80	15	25·86	12	20·69	21	36·21
Geometry	5	8·62	5	8·62	1	1·71	6	13·45	8	13·80	33	56·90
Mechanics	.	..	7	12·07	7	12·07	15	25·86	6	13·45	23	39·66
Mensuration	4	6·89	7	12·07	.	..	17	29·31	19	32·74	11	18·96
Algebra	2	3·45	8	13·80	18	31·03	23	39·66	5	8·62	2	3·45
Notes of a Lesson	2	3·45	3	5·17	14	24·14	13	22·41	13	22·41	13	22·41
Essay	2	3·45	2	3·45	15	25·86	13	22·41	13	22·41	13	22·41
General History	.	..	.	..	.	..	.	..	.	..	.	..
Physical Sciences	1	1·71	3	5·17	9	15·52	8	13·80	8	13·80	29	50·00
Higher Mathematics	1	1·71	3	5·17	2	3·45	.	..	.	..	52	89·66
Latin	.	..	.	..	1	1·71	.	..	.	..	57	98·28
Greek	.	..	.	..	.	..	1	1·71	.	..	57	98·28

Battersea, July 1848.

The following Table contains a statement of the number of certificates granted.

	First Class.			Second Class.			Third Class.		
	Sections			Sections			Sections		
	1	2	3	1	2	3	1	2	3
Schoolmasters	..	..	..	1	2	4	7	2	3
Students	..	2	1	1	..	2	3	1	4

Battersea, August 1848.

At no previous examination of this Institution has so high a standard of instruction been reached.

The principle of accustoming the students to view every subject, from the first, under the double aspect of that which they have themselves to learn and that which they have also to teach, appears to govern, in a greater or less degree, the whole course of instruction; and this is done the more easily and the more naturally as the two principal lecturers, the Rev. T. Hunter (the Vice-Principal), and Mr. Tate (the Mathematical Lecturer), are themselves excellent elementary teachers.

The labours of the Principal for the general welfare of the Institution, under the difficult circumstances in which it has been placed by the straitened means of the National Society, are characterized by the same perseverance and the same energy as heretofore. If it continues to exist and to be efficiently maintained under the circumstances I have described, it must indeed be mainly due to his personal exertions.

From a report I have received from the Physician, Dr. Connor, it appears that no endemic or particular illness had prevailed during the year which preceded my inspection, and that the health of the students had been generally good. He complains, however, of the dormitories in the old building being overcrowded and imperfectly ventilated, and expresses a fear lest if any fever should prevail there, it might be difficult to control.

It is to be regretted that the Vice-Principal does not reside within the walls of the College, or near it, or the Mathematical Lecturer, or indeed any other officer than the Principal,—and the more so, as by the responsibility thrown upon the Principal, in respect to the maintenance of the Institution, he is compelled frequently to be from home.

It has always been a subject of great regret with me, that residences are not provided for all the officers within the grounds, which afford every facility for that purpose; and that the College has no chapel.

Considering that your Lordships' grants can in no other way be more advantageously applied than in providing for the efficient training of teachers, and having found this, as well as other training schools, to be greatly straitened in the means and appliances of instruction, by their poverty, I may perhaps be permitted to suggest that it would be a great assistance to them if, instead of your annual grants being made *retrospectively* they were made *prospectively*, so as to include grants in respect to such probationary students as appear on examination likely to become good schoolmasters, and to provide for their education during the year which follows, instead of remunerating the college for it during the year which has preceded their examination.

Under these circumstances the total income of the college would be known to the managers from the beginning of the year, instead of being, as it is now, left in doubt until the end

of it, and there would be this farther practical advantage that the managers would have placed at their disposal funds necessary for the maintenance of all such candidates for admission, as afforded reasonable promise of becoming good schoolmasters, and might admit no others, instead of being compelled, as they are now by the state of their finances, to receive all who can pay.

It would, perhaps, be expedient to limit this privilege to those training schools whose course extends over two years at the least.

I have the honor to be, &c.,
HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

SCRIPTURAL KNOWLEDGE.

(*Not more than one Question to be answered in each Section.*)

THE first and second books of Samuel; and the gospel according to St. John.

Section 1.

Give dates for the following events:—

1. The deluge, and the passage of Jordan.
2. The death of Abraham, and the anointing of Saul.
3. The birth of Samuel, and the end of the kingdom of Israel.

Section 2.

What events are associated historically with the following places?—

1. Carmel.
2. Shiloh.
3. The City of Samaria.

Section 3.

1. What region was inhabited by the Amalekites—what was their sin—and when and under what circumstances punished?
2. State, shortly, under what circumstances David spared the life of Saul; and give some account of his death, and of that of his successor in the kingdom of Israel.
3. What was David's second great offence against God—how punished—and how expiated?

Section 4.

1. Describe Saul's interview with the witch of Endor.
2. Relate the parable of the widow of Tekoah.
3. What other prophets than Samuel are supposed to have written parts of the books known by his name; and on what authority?
4. "In that day I will perform against Eli all the things which I have spoken concerning his house; when I begin I will also make an end."—*1 Sam.* iii. 12. Under what circumstances was this prophecy fulfilled? What other prophecies are there in the book of Samuel?

Section 5.

1. What is known of the parentage of St. John; and what, of the condition in life of his parents, and of his call to the apostleship?
2. What internal evidence is there in his gospel that it was written after the other three, and that it was intended to be read by others than Jews?
3. "Now there is at Jerusalem by the sheep market a pool which is called in the Hebrew tongue Bethesda having five porches."—*John* v. 2. What conclusion may be drawn from this passage as to the period within which the gospel of St. John was written, and the people to whom it was addressed?

Section 6.

1. Give some account of the conversation of our Lord with Nicodemus. On what other occasion is Nicodemus mentioned in this gospel?
2. Relate shortly the miracle of the restoring to sight of the man blind from his birth (*John* ix.), and the circumstances which followed it.

Section 7.

Give other passages of Scripture illustrative of the following:—
1. "We have found him of whom Moses in the law, and the prophets, did write."—*John* i. 45.
2. "Ye sent unto John and he bare witness of the truth."—*John* v. 33.
3. "That disciple whom Jesus loved."—*John* xix. 20.

Section 8.

1. On what occasion is St. John mentioned in the Acts of the Apostles?
2. What ground is there for believing that St. John had been a disciple of John the Baptist. Give passages of his gospel of which it is the object to show that John the Baptist was not the Messiah,
3. "But these things are written that ye might believe that Jesus is the Christ the Son of God."—*John* xx. 31. Give passages from St. John's gospel illustrative of this text.

Section 9.

1. What incidents omitted by the other Evangelists are related by St. John?
2. "Now the Jews' feast of the Tabernacles was at hand."—*John* vii. 2. Describe the feast of the Tabernacles.
3. "In the last day, that great day of the feast, Jesus stood and cried, If any man thirst, let him come unto me, and drink."—*John* vii. 37. To what ceremony does this text probably refer?

CHURCH HISTORY.

(*Not more than one Question to be answered in each Section.*)

THE REVEREND THE PRINCIPAL'S LECTURES.

Section 1.

1. Give some account of Dr. Burton's argument for assigning a particular date for the conversion of St. Paul and the Crucifixion.
2. Give some account of the progress of the Church in numbers, as recorded in the Acts of the Apostles.
3. What were the duties assigned to deacons in the primitive and early Church? How is the difference of the apostolic office and that of the deacon illustrated by the events which took place in Samaria?

Section 2.

1. In what missions were St. Paul and St. Barnabas associated, and under what circumstances did they separate?
2. Give some account of St. Paul's second apostolic journey.
3. What is known from Scripture, and what from antiquity, of the office of a bishop in the Primitive Church?

Section 3.

1. What topics adapted to the instruction of children are to be found in the history of the Anti-Nicene Church?
2. What heresies are denounced in the Te Deum, and in what passages of it?
3. Give some account of the persecution under Diocletian.
4. Was there any thing in the political spirit of the ancient religions opposed to the spirit of Christianity? How may this be illustrated from the text; "Give unto Cæsar the things which are Cæsar's, and unto God the things which are God's."

Section 4.

1. What evidence is there of the existence of a Christian Church in Britain under the Romans?
2. Who was Pelagius; when did he live? What were his doctrines; who was associated with him in propagating them; where did he preach them; by which of the fathers have they been most forcibly refuted; by what modern sect are they in some respects adopted?
3. In what portions of Britain was the British Church preserved under the Anglo-Saxons, and what part did it take in their conversion?

Section 5.

1. State some particulars as to the doctrinal corruption of the Anglo-Saxon Church.
2. Give some account of the abuse of tradition by the Romish Church.
3. Give some account of the abuse of penance by the Romish Church.

Section 6.

1. Enumerate shortly and in their proper order the great events in the life of Martin Luther.
2. Give some account of the translation of the Bible into the English tongue.
3. Give some account of the history of the liturgy.
4. Give some account of the "troubles at Frankfort," and of their results.

HISTORY OF ENGLAND.

(Not more than one Question to be answered in each Section.)

Section 1.

1. Give the date of the Invasion of Britain by Julius Cæsar. What division did the Romans make of the country?
2. Mention some of the cities of Britain founded by the Romans? What are the most interesting Roman antiquities in Britain?
3. What Roman Generals chiefly distinguished themselves in Britain? What Roman Emperors were born and what died there? Under what Emperor was Britain abandoned by the Romans; at what date and why?

Section 2.

1. When were the Anglo-Saxons invited to Britain; by whom and under what circumstances?
2. What is the meaning of the word Heptarchy? What were the kingdoms composing the Saxon Heptarchy? When and by whom were they united into one kingdom?
3. What names of our present divisions of time do we derive from the Saxons; and what divisions of the country; and political institutions?

Section 3.

1. Give the date of the Norman Conquest, and state the changes produced by that event in the tenure of land, and in the language of the country.
2. Give the date of reign of Edward I., and mention some of the most remarkable circumstances of it.
3. In what centuries, and in whose reigns did the following persons live:—Roger Bacon—Chaucer—William of Wykeham—William Caxton —Wickliffe? For what were they respectively remarkable?

Section 4.

1. By whom was the Union of the houses of York and Lancaster effected, and in what way?
2. In what centuries and in whose reigns did the following persons live, and for what are they respectively remarkable:—Milton—Cranmer —Columbus—Shakspeare—Coverdale—Richard Hooker.
3. In whose reign was John Hampden brought to trial? Under what circumstances? On what charge, and with what immediate result? Where and how did he die?

Section 5.

1. Under what circumstances did William III. come to the throne?
2. At what time, by whom, and from whom was Quebec taken? What were the results of this victory?
3. Mention six of the most celebrated statesmen who have lived since the reign of James II., stating the grounds of their celebrity.

Section 6.

1. What was the title of George III. to the throne? What other family had a more valid title, and under what circumstances was it set aside?
2. What attempts were made to restore the family of the Stuarts?

ENGLISH GRAMMAR.

(*Not more than one Question to be answered in each Section.*)

Section 1.

1. In what respects is our Alphabet deficient?
2. What kind of elementary sound enters into the formation of every syllable; with what other kind of sound is it commonly united; and for what use? Distinguish between an articulate and an inarticulate sound.
3. To what classes do the elementary sounds in the word "Pith" severally belong?

Section 2.

1. Define the following parts of speech, and apply each definition to an example:—A noun; a verb; a preposition.

2. Distinguish between a proper and a common noun, and define a collective noun and an abstract noun, giving examples of each.
3. In what cases is "an" used before a word beginning with h? Give examples illustrating the rule.
4. Distinguish between the uses of *will*, and *shall*. What rule is applicable to this distinction?

Section 3.

1. How do nouns ending in *y* form the plural?
2. Correct the following sentence, and state the rules violated in it:—"Oxes, cowes, and calfs were seen in the vallies."
3. Decline the noun "speech."
4. Distinguish between the definitions of a preposition and of a verb, and give an example in illustration of this distinction.

Section 4.

Parse the words printed in Italics in one of the following sentences:—
1. *Here stands* the *oak* we *heard him speak of.*
2. *I* a solitary *student*, *pretend* not to *much knowledge* of the world.
3. "*He*, through Heaven
That opened wide her blazing *portals*, *led*
To God's eternal house *direct* the *way*,
A broad and ample *road*, whose dust is gold
And *pavement stars*, as stars to thee appear,
Seen in the galaxy, that milky *way*,
Which nightly as a circling *zone* thou seest
Powder'd with stars."

Section 5.

Write a paraphrase of the above passage.

Section 6.

1. Give significations of the following prefixes, and examples of their application:—"Ab," "Per," "Se."
2. Trace one of the following Latin roots through its English derivations:—"Premo," "Cædo," "Spondeo."
3. Give the derivations of the words printed in Italics in the following sentence:—"This *justifies* the high *providence* of God, though he *commands* us *temperance*, *justice*, *continence*, yet pours out before us even to *profuseness* all *desirable* things, and gives us *minds* that can wander beyond all *limit* and *satiety*."

ARITHMETIC.

(*Not more than one Question to be answered in each Section.*)

Section 1.

1. How many persons can each receive 14*l.* 10*s.* 4½*d.* out of a sum of 66,307*l.* 12*s.* 7½*d.*?
2. Find by the rule of practice the value of 6426 articles at 10*s.* 6½*d.* each.
3. If 17 men earn 249*l.* 18*s.* 0*d.* in 21 weeks, in what time will 19 men earn 438*l.* 18*s.* 0*d.*?

Section 2.

1. Construct a sum in addition so that it may be readily known, by inspection, whether the answer be correct; and explain the method of construction.

2. Prove the method of construction in the above sum.

3. If 13 things cost 17*s.*, what will 19 cost at the same? Prove the method by which you work this sum, having recourse to no other than the first four rules of arithmetic.

Section 3.

1. What is the discount on 981*l.* 8*s.* 4*d.* for 97 days, at 3½ per cent. per annum?

2. What rate of interest arises from money vested in the 7 per cents. at 175?

3. Bought 13*l.* 6*s.* 8*d.* worth of apples, at 3*s.* 4*d.* per bushel, part of which being damaged were entirely lost; for the rest, which were sold at 50 per cent. profit, I received 16*l.*; how many bushels were damaged?

Section 4.

1. Show that $\frac{3}{5} = \frac{12}{20}$, and that $\frac{3}{5} \times \frac{5}{7} = \frac{3}{7}$.

2. Reduce to its simplest terms $\dfrac{\frac{3}{4} + \frac{2}{7}}{4\frac{2}{7} - 3\frac{3}{4}}$.

3. If A. can reap $\frac{3}{5}$ of a field in 2½ days, and B. can reap $\frac{3}{4}$ of it in 4½ days, in what time can A. and B. reap the whole field together?

Section 5.

1. Find the value of $\dfrac{3{\cdot}0005 \times {\cdot}006}{{\cdot}0009}$.

2. Add together the circulating decimals $\cdot 1'$ and $\cdot 02'$ and divide by $\cdot 04'$.

3. A. offers to give to a charity 2*l.* 3*s.* 4*d.* for every pound B. gives to it; B. gives 5*l.* 6*s.* 8*d.*; what will A. have to give?

Section 6.

1. The side of a square field measures 120 yards; find the side of another square field 6 times the size of the first.

2. The side of a cubical vessel is 12 inches, find the side of another cubical vessel that shall contain 4 times as much.

3. If a wall 320 yards long, 9 feet high, and 22½ inches thick, be built by 10 men in 45 days of 12 hours each; in how many days of 14 hours each would 60 men build a wall 14 feet high, and 2¼ feet thick, round a park 3½ miles in circumference?

ALGEBRA.

(*Not more than one Question to be answered in each Section.*)

Section 1.

Solve the following equations:—

1. $3(x - 2) + 4 = 4(3 - x)$.

2. $(2 + x)(a - 3) = -4 - 2ax$.

3. $x + \dfrac{3x - 5}{2} = 12 - \dfrac{2x - 4}{3}$.

Section 2.

1. A butcher by selling sheep for 15*s.* gained one-half of what the sheep cost. How much did it cost?

2. What two numbers are those whose difference multiplied by the less equals 66 and whose sum multiplied by the less equals 306?

3. A passenger-train sets out from London at the same time that a

passenger-train travelling 10 miles an hour slower sets out from Southampton, and they meet at a certain place on the road. On their return they again set out at the same time and they meet at a place 30 miles nearer London. What is the distance of this place from London, and at what rate does each train travel?

N.B. The distance from London to Southampton by rail is 80 miles.

Section 3.

Solve the equations—

1. $$\frac{84x}{x-4} = \frac{70x}{x-6}.$$

2. $$\left.\begin{aligned} x^2 + y^2 &= 53 \\ x + y &= 9 \end{aligned}\right\}$$

3. $$\left.\begin{aligned} \frac{1}{x} + \frac{1}{y} &= \frac{1}{a} \\ \frac{1}{x} + \frac{1}{z} &= \frac{1}{b} \\ \frac{1}{y} + \frac{1}{z} &= \frac{1}{c} \end{aligned}\right\}$$

4. $$\left.\begin{aligned} \sqrt{\frac{3x}{x+y}} + \sqrt{\frac{x+y}{3x}} &= 2 \\ xy - (x+y) &= 54 \end{aligned}\right\}$$

Section 4.

1. Find the sum of a series of arithmetical progression whose first term is a, common difference d, and number of terms n.

2. The sum of 15 terms in an arithmetical series is 600, and the common difference 5; find the first term.

3. The population of a country increased in geometrical progression, and in 4 years was raised from 10,000 to 14,641 souls; by what part of itself was it annually increased?

Section 5.

1. Find the amonnt of £P, put to simple interest at r per cent. for n years.

2. Find as above, at compound interest.

3. Find the present value of an annuity of £A payable yearly for n years (certain) allowing r per cent. interest.

Section 6.

1. How many strokes does a clock strike in twelve hours?

2. The diagonal of a rectangle is 50 and the perpendicular let fall upon it from the opposite angle is 24; required the sides.

3. Solve the equation—

$$x^3 - 3x = 2.$$

GEOMETRY, MENSURATION, AND TRIGONOMETRY.

(Not more than one Question to be answered in each Section.)

Section 1.

1. When two straight lines intersect, the opposite angles are equal.
2. Parallelograms upon the same base, and between the same parallels, are equal.
3. In an obtuse angled triangle, the square of the side subtending, the obtuse angle is greater than the sum of the squares of the sides containing it by twice the rectangle, contained by the base and the straight line intercepted between the perpendicular and the obtuse angle.

Section 2.

1. The angle at the centre of a circle is double of the angle at the circumference.
2. To inscribe a circle in a given triangle.
3. If two straight lines cut one another in a circle, the rectangle of the segments of the one is equal to the rectangle of the segments of the other.

Section 3.

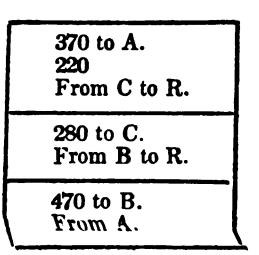
1. Show how the breadth of a river may be determined without crossing it.
2. A tower stands upon a hill whose sides have a uniform inclination of 13° to the horizon, the angle between the surface of the hill and the top of the tower is found at a certain point to be 23° and at a point 350 nearer to the foot of the tower it is 37°, what is the height of the tower?
3. Show how the distances from one another of two inaccessible objects may be determined, by observations made from two stations from whence they are both visible, and whose distance from one another is known.

Section 4.

1. A cistern is 7 ft. 6 in. long, 1 ft. 9 in. broad, and 3 ft. 6 in. deep; how many cubic feet of water will it contain?
2. The length of a hollow roller is 4 ft., the exterior diameter 2 ft., and the thickness of the metal $\frac{1}{4}$ in.; what is its solidity?
3. The area of a hexagon is 14 sq. ft.; required the length of its side.
4. The diameter of a circular hay-stack at the bottom is 40 ft.; at the eaves 60 ft.; the whole height to the apex is 30 ft., which is double that to the eaves. How many cubic feet of hay are there in the stack?

Section 5.

1. If one square yard of walling cost 3*s.* 6*d.*, what will be the charge for building the side-walls, gables, and gable-tops of a house 36 ft. long, 18 ft. broad, and 21 ft. from the foundation to the eaves, the height of the gable-tops being 6 ft.?
2. Draw a plan and find the area of a four-sided field from the following field-book:—



2. There is a railway cutting of which the levels taken at a chain apart, are 0, 3 ft., 11 ft., 13 ft., 6 ft., 1 foot, 0 ft., the slopes 2 to 1, and the width at the bottom 40 ft. How many cubic feet of earth must be taken out of it?

4. The perimeter of a right-angled isoceles triangle is p, find the sides.

Section 6.

1. Show that in any triangle whose sides are $a\ b\ c$, and opposite angles $A\ B\ C$.

$$\frac{a}{b} = \frac{Sin\ A}{Sin\ B}$$

2. Show that $Sin\ (A + B) = Sin\ A,\ Cos\ B + Sin\ B,\ Cos\ A$.

3. If a, b, c be the sides of a triangle and S half their sum; show that area of triangle $= \sqrt{S.\ (S-a)\ (S-b)\ (S-c)}$.

PHYSICS.

Section 1.

1. What happens to a ray of light coming from water into air? What experiment illustrates this? Will the ray pass through the surface of the water at whatever angle it is incident upon it?

2. On what principle is it, and by what experiment, that the different coloured rays which compose white light can be separated?

3. Describe and explain the construction of the astronomical telescope. Why must the focus of the eye glass coincide with that of the object glass? Why do we see distant objects more clearly with the telescope than with the naked eye?

Section 2.

1. How may a bar of hard steel be converted into a magnet?

2. What is meant by induced magnetism? Is such induced magnetism ever produced in the iron of a ship, and by what cause? Has any expedient been adopted to neutralize its effect on the compass; and what?

Section 3.

1. If a bar magnet was suspended from its centre of gravity by a fine thread, would it remain in a horizontal position? If not, would it incline equally in all places?

2. What is meant by magnetic variation? Is it the same at all places, and at all times? Mention some of those places where it is the greatest and where the least.

3, What is an electro magnet? How is it made? How may it be made to lose its magnetic properties instantaneously? How has it been applied in the electric telegraph?

Section 4.

1. How may oxygen gas be obtained, and what are its properties?

2. What are the component elements of water? How may hydrogen gas be obtained from it? What becomes of the oxygen of the water in this experiment, and what of the acid?

3. Write down all you know about carbon. What has it to do with respiration and the combustion of fuel?

Section 5.

1. A man capable of lifting 200 lbs. wishes to raise a ton weight by means of a crow-bar 5 feet long. Where must the weight bear upon it, the fulcrum being at one end and the man lifting at the other?

2. Describe any one of the different systems of pulleys, and show what is the relation between the power and weight?

3. A barge 30 feet long, 8 feet wide, and whose sides are 4 feet high, weighs, when out of the water, 5 tons. How many tons lading will sink her?

Section 6.

1. Describe and explain any experiments you have seen made with the air pump.
2. Write down all you know about the barometer.
3. What is the use of the condenser in the steam-engine? How much pressure would be gained on every square inch of the piston by the use of the condenser if the condensation was perfect? How many horse's power does this amount to in an engine whose piston has an area of 330 square inches, and a stroke of 5 feet, when making 20 strokes per minute?

Section 7.

1. What must be the length of the stroke of the piston of an engine whose area is 1000 square inches, that, making 20 strokes per minute under a mean effective pressure of 15 lbs the square inch, it may yield 10 horse power?
2. State fully the principle of the parallelogram of pressures, and describe the experiment by which it may be proved.
3. A platform 10 feet long, is supported in a horizontal position by a chain fixed to its extremity and to a point 5 feet above the hinge on which the other extremity of the axis turns; find the tension produced upon the chain by a ton suspended from the extremity of the platform, and the direction and amount of the pressure upon the hinge.

Section 8.

1. How is it known that the earth's surface is not a plane as it seems to be, and how is it known that its shape is nearly that of a sphere, and that it turns round?
2. What is the cause of the tides—of some tides being higher than others—and of the times of high-water being different on successive days?
3. Why do not eclipses occur every month? Why do similar eclipses return every 19 years? How often would they return if there were no regression of the moon's nodes.

GEOGRAPHY.

(*Not more than one Question to be answered in each Section.*)

1. Give the boundaries of Europe, stating accurately that to the East.
2. Where are the following places:—(1) Agra; (2) Cracow; (3) Palermo; (4) Mauritius; (5) Sydney; (6) Toronto; (7) Singapore; (8) Smyrna; (9) Salonica? Which of them are in those parts of the world known to the Ancients?
3 (1) Where do the Pacific and Atlantic Oceans join? (2) Are there any other oceans or seas known or supposed to unite them, and what are they? (3) What is their nearest point of approximation within 50 degrees of the equator? (4) Have we any account of the Ancients crossing either of these oceans?

Section 2.

1. What is the geographical position of each of the following seas and lakes:—(1) Caspian; (2) Huron; (3) Neagh; (4) Onega; (5) Michigan; (6) Fine; (7) Azov; (8) Geneva?
2. (1) Give the names of the three principal rivers which drain the western part of the Continent of Europe into the German Ocean. (2)

Where does the largest of them rise? (3) What two great nations of Ancient Europe were separated by that river?

3. (1) What parts of Ancient Greece are now in possession of the Turks? (2) Which is the most important Port on the northern shore of the Black Sea? (3) To what Government does it belong? (4) What great Government works are carried on there? (5) And, what is its principal export?

Section 3.

1. Class the following under their proper geographical terms, and state where they are:—(1) Crimea; (2) Morea; (3) Denmark; (4) Bosphorus; (5) Malaya; (6) Japan; (7) California; (8) Panama; (9) The Andes.

2. How many times must a person cross the Line and either Tropic, on going each of the following voyages:—(1) London to Calcutta. (2) St. Helena to Sierra Leone, and thence to Rio Janeiro. (3) From Hong Kong to Quebec, and thence to California?

3. (1) What are the names and situations respectively of the two most recent Settlements of the English on the Coast of Asia. (2) Within what period were those Settlements made. (3) In what, respectively, does their value to the English consist?

4. (1) Explain the geographical allusion in *Psalm* cxxvi. v. 5—"Turn our captivity, O Lord, as the rivers in the South." (2) What river is meant, in the Old Testament, by the River of Egypt.—*Genesis* xv. 12, *Numbers* xxxiv. 5, &c.

Section 4.

1. Give the meanings of the following geographical terms:—(1) Equator; (2) Ecliptic; (3) Tropics; (4) Meridian; (5) Parallel of latitude; (6) Degree; (7) Geographical mile.

2. On what other causes than its latitude does the temperature of a place depend?

3. What are the most remarkable currents of the atmosphere and of the ocean, and by what caused?

4. What effect would be produced upon the distribution of temperature upon the earth's surface and upon the seasons, if, the earth's axis remaining always parallel to itself, coincided with the plane of her orbit; and what are the advantages we derive from the actual position of the earth's axis as compared with this position, or with one perpendicular to the plane of her orbit?

Section 5.

1. Would a ship be navigated to New Zealand on an eastern or a western course, and why? On what course would she be navigated back?

2. Describe a voyage to New Zealand and back; through what seas and along what coasts would the ship pass and what ports would she probably make; inhabited by what races of men; what cargo would she probably carry out, and what would she bring back, and from whence?

3. What changes in the appearances of the heavens would be observed, by day and by night, in a voyage to New Zealand; and how would the latitude and longitude of the ship at any time be determined?

Section 6.

1. Draw a plan of the parish and town of Battersea.

2. Why do westerly winds prevail *without* and easterly winds *within* the tropics?

3. By what property of water is the ocean made to bring the heat of the tropics to high latitudes; by what property is it made to give out its

heat more rapidly than the land; and by what property is this giving off of the heat at the surface of water arrested at a certain limit.

4. Draw an outline map of the world, showing the positions of its most important isothermal lines, and recording, upon each, the name of one of the forms of vegetation characteristic of it.

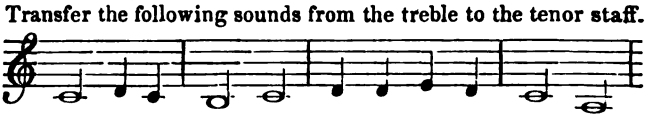
VOCAL MUSIC.

1. Write out the table of notes, denoting at the same time their relative value as regards length.

2. State how the value of a note as regards pitch is determined.

3. Write out the clefs in general use, placing them in their respective places on the staff.

4. Transfer the following sounds from the treble to the tenor staff.



5. Write out the sharps and flats in their order.

6. State the different kinds of scales, and how formed.

7. Write out two bars of simple, and two of compound common time. Also two of simple and two of compound triple time.

8. State which are the accented parts of a bar of four crotchets, also of a bar of nine quavers.

9. Write out the major scale of four sharps and its relative: also the minor scale with the signature of two flats and its relative.

10. Give an example of the different intervals found in the diatonic major and minor scales.

11. Represent in the bass tenor and alto staves, the same sound that is represented by the first line below the treble staff. Also in the bass, alto and tenor staves, the same sound that is represented by the fourth space in the tenor.

Report on St. Mark's College, Chelsea, by Rev. Henry Moseley, M.A., F.R.S., *H. M. Inspector of Schools.*

My Lords,

In obedience to your instructions I inspected St. Mark's College, in the month of January 1849, and the elementary school attached to it.

The number of students then resident in it was 64, whose ages varied from 16 to 27 years. Their average age was 17·7 years. At my last examination it was 18·5 years.

Eight had been resident three years, 16 upwards of two years, and 29 upwards of one year; making a total of 53 who had been resident during the year which preceded my inspection. The college had a claim under the minutes of 1846 to grants in respect to all of that number who should pass the prescribed examination.

In addition to these, six schoolmasters, formerly students in this college, presented themselves as candidates for certificates.

In the following table will be found stated the number of successful candidates, according to their several classes of certificates.

Successful Candidates for Certificates.	CERTIFICATES.								
	First Class.			Second Class.			Third Class.		
	Divisions.			Divisions.			Divisions.		
	1	2	3	1	2	3	1	2	3
Schoolmasters . .	..	..	..	..	..	..	3	1	1
Students	..	1	1	1	4	2	5	2	5

The grant received by the college towards the maintenance of these students amounted to

The same questions were proposed at this as at the other training schools, the examinations being conducted simultaneously, and the same papers set upon the same days. They are printed at the end of the volume.

The following table contains a statement of the number per cent. of the students to whose papers certain specified degrees of merit were assigned, on a careful examination, by my colleagues and myself.

ST. MARK'S, JANUARY 1849.	Number per Cent. of the Candidates whose Exercises were Classed severally as follows.					
Subjects of Examination.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.
Scriptural Knowledge	..	19	19	38	17	4
Catechism and Liturgy	..	15	23	45	11	6
Church History	19	22	6	22	24	6
English Grammar	2	2	24	52	17	2
English Language and Literature	..	6	24	22	33	15
English History	..	4	38	33	19	4
General History	..	4	15	24	26	31
Geography	..	9	26	48	15	2
Arithmetic	..	6	26	31	28	9
Mensuration	..	..	6	9	19	65
Industrial Mechanics	..	2	11	4	4	78
Algebra	4	4	15	33	17	26
Geometry	2	11	4	22	15	45
Popular Astronomy	..	6	6	28	24	35
Trigonometry	4	9	11	6	17	52
Higher Mathematics	..	..	4	17	..	78
Physics	..	9	..	9	13	70
Latin	..	11	22	26	24	17
Greek	..	2	4	2	13	78
Drawing	..	6	17	26	28	22
Vocal Music	11	28	43	11	4	2
Method	..	2	26	19	22	31

In addition to the information contained in this table, I have before me Reports from those of H.M. Inspectors by whom the answers to these questions were examined.

The students in scriptural knowledge acquitted themselves satisfactorily. To the study of the liturgy and the catechism they appear to have given great attention, and their answers to the questions proposed to them in Church history were, with few exceptions, good,* and several of them excellent. In English grammar one-third of them have acquitted themselves extremely well, and all, with exception of nine, have done creditably. Their answers to the questions in English literature, although not without merit, give evidence of attainments hastily got up.

But few of them have answered the whole paper on English history satisfactorily.† In general history, the few questions answered correctly by different students are generally the same questions.‡ They have been instructed in geography by the Vice-Principal, the Rev. S. Clark, and their knowledge bears

* "I am disposed to think," says the Rev. H. Bellairs (by whom these papers were looked over), "that neither University Examiners nor Bishop's Chaplains are accustomed to look over better papers than these."

† Scarcely sufficient time appears, however, to have been allowed to them for this paper.

‡ Lives of Philip of Macedon, Epaminondas, Hannibal, Julius Cæsar, Joan of Arc, Duke of Marlborough. Descriptions of Calais and Moscow.

the impression of his careful study of that subject, as a branch of elementary instruction. In arithmetic their attainments appear to be less satisfactory. In those questions which required the exercise of ingenuity and an independent judgment they have, with a few exceptions, failed, succeeding in those only which required accuracy, not of reasoning, but of calculation. In mensuration their ignorance of principles, and their inability to work, except by rule, is even yet more apparent. In industrial mechanics some of them have done very fairly.

In algebra their papers are methodically written out. Four, Lake, Bond, Norris, and Stanton, have given evidence of considerable mathematical ability in this and the other mathematical papers; but in the mass of the students there is the same deficiency of inventive power.

It is with great satisfaction that I am able to record a more favourable estimate of the knowledge of geometry.

Their propositions are neatly written out, and fully demonstrated. Twenty-five of them proved propositions correctly in the first book of Euclid, 10 in the second, and 8 in the third.

With popular astronomy they have but a scanty acquaintance. Out of 44 sets of papers, only 3 are reported to me to have been well done, 3 fairly, 12 moderately, and the rest imperfectly, or altogether inaccurately.

Twenty-five students attempted the paper in trigonometry. Two did exceedingly well in it, and five others well. The knowledge of the rest was more or less imperfect. Considering the number of other subjects to which their attention has been directed, I have no reason to be surprised at this result.

Ten students have attempted the paper in higher mathematics. One has done well in it, and two others very fairly. The questions in the differential and integral calculus, and in the second part of algebra, have not been answered correctly by any.

Comparatively few have made any attempt to answer the paper in Greek. Those who did, showed some knowledge of the grammar, and a tolerable familiarity with the words of the Greek Testament. Nearly all attempted the Latin paper, and the answers of many of them proved—in the opinion of the Inspector by whom they were examined—that their Latin studies must have considerably developed their intellectual faculties, and that in time they would be able to acquire a useful knowledge of that language. The papers of seven of them exhibited a fair amount of scholarship.

So long as their knowledge of any of the subjects directly connected with the business of elementary instruction remains imperfect, I confess that the devotion of more of their time to the study of Latin and Greek than to anything else, except music, does not seem to me to be justified by the result.

A few of them appear to have acquired, by their own reading, some knowledge, of a superficial kind, of experimental science; and one or two of the questions in this subject have been answered correctly. As knowledge of this kind is necessary to the intelligence of the reading lessons commonly in use in schools, I regret that it forms no part of the course of instruction in the institution, but am far from thinking that it ought to be added to the long list of things already taught.

Their answers to the questions on "Method," were superior to those of the students in any other training institution.

More care than heretofore has obviously been given to their instruction in this subject, and they have profited by it. This remark does not however apply to all. Whilst the exercises of some are well arranged, comprehensive, and full of information, others are meagre and seem to indicate a lower standard of practical knowledge of the subject than might have been expected from youths who have had so many advantages. Their exercises in all these subjects are neatly written, correctly spelt, and, for the most part, well expressed—the language being appropriate and grammatically correct.

They read with a just expression, and with great truthfulness and feeling.

I can bear testimony to this with great confidence, having heard each of them read a passage from Milton, and taken notes of the lesson.

I know no other knowledge of the schoolmaster which he will find to have a more useful application to the business of his school. He will not succeed in teaching his scholars to read well, unless he can read well himself.

In music their attainments are of a very high order. The questions set to them, have for their object not only to test their knowledge of musical notation, time, scales, and the like, but of harmony, their capacity to read and write figured bass, and their acquaintance with the primary elements of counterpoint. Five of them have shown a good knowledge of all these subjects; eleven a good, and thirteen others a fair knowledge of all, with the exception of counterpoint. From this statement it appears that the musical reputation of the college has been fully maintained by the results of this examination.

Special attention had during the preceding year been given to the art of teaching. The Rev. J. Staley, M.A., Fellow of Queen's College, Cambridge, for so many years the mathematical lecturer of the college, having, with a zeal for the cause of education which has rarely had a parallel, resigned that office, to take upon him that of master of the practising school, and devote himself specially to the improvement of that part of the course of instruction on which I have before had to report so unfavourably to your Lordships. As the result of

his labours, I can bear testimony to a great and decided improvement in the practising school, and in the lessons delivered in my presence by the candidates for certificates.

In these lessons the fruits of a more careful study of the minds of children, of the subjects which interest them, and of the words in which they may be made intelligible to them, were apparent.

Looking at the whole result of this examination, it is a great satisfaction to me to be able as on so many former occasions to record my conviction that the duties of the gentlemen on whom the instruction of the students of this institution has devolved, have been faithfully and efficiently discharged, according to the plan of instruction prescribed for them—and that the students have diligently and laboriously applied themselves to their studies; and it is particularly gratifying to me to be able to report on the authority of my colleagues, as I have so often before done on my own, that a paramount importance is attached to their religious instruction, and that their religious knowledge is generally extensive and accurate.

There are some of them whose attainments in secular knowledge, notwithstanding the variety of the subjects they include, cannot I think be said to be slight or superficial in any; I cannot, however, disguise from myself, that, in respect to the greater number, they are spread over too wide a space, and are proportionately thin. Shallow attainments in many subjects, are, as resources of education, worse than valueless, they are prejudicial; false and meretricious qualities of mind spring from them, and they foster presumption.

It is but just to St. Mark's College, to say, that it is probably less open to the imputation of this superficial teaching (the besetting sin of training schools), than any other similar institution; for whilst it professes to teach more subjects, it has a larger staff of teachers, and occupies a longer time in its course of instruction than any other.* Still the objection is, I conceive, applicable in its full force to that institution as to the rest, that the subjects of instruction are too numerous.

The examinations of your inspectors have no tendency to check this evil. They have hitherto been conducted with an anxious care not to interfere, however indirectly, with the existing course of instruction in any training school. In setting their questions, your Inspectors have been guided simply by the consideration, what *is* the course of the institution to be examined, and not by any judgment they may have been led to form as to what it *ought* to be. In reporting the results of their examinations, it has, therefore, been necessary so to construct the forms of report used in common for all training

* Three times as long, for instance, as the Battersea Training School.

schools, as to include all the subjects taught in them collectively. And now, that *all* the training schools are examined at the same time, and the same questions proposed to all, it has become necessary to give a corresponding variety to these questions. These expedients, of which the object was to enable your Inspectors to record their impressions of the attainments of students in training schools in *any* of the subjects to which their attention might have been directed, have been misunderstood as an encouragement to the study of *all*; and as it is a much easier thing to acquire a slight knowledge of many things than a thorough knowledge of one, there has been a great readiness to accept the interpretation thus put on your Lordships' wishes.

In that part of my Report on the schools of the southern districts for the present year, in which I have spoken of the certificates of schoolmasters, I have ventured to suggest a plan by which the evil, which appears to me very grave and serious in its results, may be remedied. In framing that plan I had, moreover, in my view the importance of giving to the studies of training schools a more directly professional bearing than they have yet received.

In a training college, the elementary school ought everywhere to be present to the mind of the student, from the day he first enters it, to that when he leaves it. The subject of every lesson should have a relation to it, and it should be in the constant view of the teacher by whom the lesson is given. Above all, it should never be out of the sight of those chief officers of the institution whose conception of it will be reflected in the schools to be taught by students, as in so many fragments of a mirror. Considering how just and philosophical an idea there might be formed in this institution of the distinctive character of the teacher, on how firm a basis of religious instruction that idea would rest, and what resources there are for realizing it, there attaches more than ordinary interest to that part of its course of instruction which distinguishes it from any other place, where a good liberal education may be obtained, as a training school.

The Practising School.

This school numbers (including an infant school) 237 children, four-fifths are under the age of 12 years, and all, except 4, under the age of 14.

The number present at my examination was 254. The number of classes, including the infant school, 15. The teachers are the students of the college, and the apprenticed pupil-teachers, of whom there are, at present, six.

On the whole, I can speak of it as vastly improved under the care of Mr. Staley, and as, at the time of my visit, second in the

attainments of the children to no other practising school which I have visited.

I have appended to this Report (Appendix A.) a list of the books and apparatus used in the school, and a syllabus of the subjects of instruction in the first class. It is scarcely necessary to say, that great attention is given to the religious instruction of the children, and as it appears to me with a very satisfactory result.

The higher classes read well. I was not, however, to the same extent satisfied with the reading of some of the lower classes. I have before me specimens of the writing, from copies and from dictation, on paper, of the boys of the three first classes, and of their skill in arithmetic, and also the notes of my examination of the lower classes.

The writing and spelling of the two first classes is exceedingly good. I am not equally well satisfied with the arithmetic of the first class. I gave them sums in vulgar and decimal fractions, and the extraction of the square root, which they have for the most part worked correctly, but not so as to show that they clearly understood them. It appears to me of the more importance to point this out, as I have reason to believe from my oral examinations that they do really understand them, and that the fault lies in their not having been accustomed to write their sums methodically, and with a proper use of symbols. This is the less excusable as they have been taught algebra.

To the second class I gave sums in proportion and interest, which they have worked intelligently and well.

The third class have also done well in arithmetic; but of the arithmetic of the classes below the third, I cannot record a favourable impression.

I have before me themes of the boys of the first class, written on a subject which I proposed to them, which show the greater number of them to have acquired the power of expressing their thoughts in correct and appropriate language.

Of the knowledge of this and the other classes of the school of English history and geography, the numerous oral examinations to which they were subjected in my presence by the candidates for certificates, gave me the best opportunities for forming an opinion. That opinion was very favourable as to their knowledge of facts. The teaching of these subjects in this, as in almost every other elementary school which I have visited, appears, however, to have been merely *fact*-teaching — the teaching of facts about other times and places, in which the child feels no interest, and from which it can draw no conclusions, they not being of like kind with the facts familiar to the child's own observation.

There seems to be needed in elementary education some means of impregnating the understanding more effectually

than can be done by expedients like these—something which may correspond, for instance, with that vigorous exercise of the thinking power to which our own children are from a very early age subjected, when they are made to study the grammar of a foreign language, and to translate it.

It is not necessary to seek so far away, as this, from the things which concern a poor child, and in intimate relation with which its life is to be passed, for matter on which its understanding may be exercised with advantage from the lowest state of its development to the highest.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX (A).

FIRST CLASS.

SYLLABUS OF SUBJECTS.

Religious Instruction.—Bible Narrative—Acts of Apostles—Catechism with Scripture illustrations—Prophecies.

Reading.—Irish 5th Book.

Arithmetic.—Coleuso's, whole subject—Mensuration—Triangles and Trapeyoids—Duodecimals—Circle—Irregular Polgym.

Mechanics.—Tate's, to work done in drawing trains along gradient.

Algebra.—To the end of Division—Interpretation of Algebraical Symbols and Evolution.

Astronomy.—General view of Heavens, and definitions of the Circles and Points of the Sphere—Figure of Earth—Seasons—Latitude and Longitude—Phenomena in different Zones.

Geography.—England—Physical—Historical—Mineral—Political—America—and general view of Physical Geography of the Globe.

History.—English History, in particular the reigns of Charles I., the Georges—and the Reformation.

Grammar.—Analysing and Parsing sentences in their Reading Book.

Composition.—Paraphrases of Goldsmith's Deserted Village | and Narratives written from Memory.

APPENDIX (B).

BOOKS USED IN ST. MARK'S COLLEGE SCHOOL.

CHRISTMAS 1848.

Reading.—1st class: Irish Society's 5th Book.
2nd ,, Leitch's Instructive Reader.
3rd ,, Irish 4th Book.
4th ,, British and Foreign Daily Lesson Book, No. 3.
5th ,, Daily Lesson Book, sequel to No. 2.
6th ,, Irish Society's 3rd Book.

Reading.—7th class: M'Culloch's 3rd Book.
8th „ British and Foreign Daily Lesson, No. 2.
9th „ } Irish Society's 2nd Book.
10th „ }

Arithmetic.—Elementary Treatise, Tate's and M'Leod's. In the more advanced stages, Coleuso's. For Mental Arithmetic, Exercises by Tate on the Pestalozzian Board.

Algebra.—Coleuso (first class).

Mechanics.—Tate's Course.

Mensuration.—Irish Society's Small Treatise, and Nesbit's.

Astronomy.—Mr. Moseley's (used as a text-book by the teachers).

Geography.—Elementary text-book, Sullivan and Irish Small Treatise. In the higher classes the larger edition is used by the teacher.

Grammar.—For teaching Moods and Tenses of Verbs and declensions of Pronouns, &c., the 6*d.* edition of Dr. Reid's—Latham (small edition) for the teacher.

History.—1st class: Mrs. Markham's History of England.
2nd „ History of England by S P. C. K.
3rd „ Outlines of History published by Parker.
In the lower classes, Wilson's Catechism and Ince's outlines for the teacher.

Poetry.—Goldsmith's Deserted Village, and other poems, price 1*s.*—The Book of Poetry.

Writing.—Darnell's copy books in those classes which write on paper, and Mulhausen's course for slates.

Miscellaneous.

Le Bas's Testimony to the Messiah—Ramsay's Catechism—Parables, Miracles, &c, by S. P. C. K.—Outlines of Geography (not published)—Martin's Natural Philosophy—Ditto, Mayo's Object Lessons.

Apparatus.

Boards.—Four Large and Plain—1 Mulhausen's Writing—1 Pestalozzian Board of Units—2 Small size plain.

Easels.—Four Large—Three Smaller.

Maps.—Irish Society's Maps—Chambers's Maps of Europe, America and the World.
For Great Britain—Physical, Mineral and Political Maps, lately published by the Nautical Society, price 6*d.* each.
British Possessions, ditto.

Slates.—A sufficient number of large and small. One small Globe with slant axis 12 inches diameter.

Juvenile School.

Books.—Irish Society's First Book—Mimpriss's Easy Reading Lessons from the New Testament—Questions and Stories for Infant Schools—Cards—200 Reading Lessons in frame (Roake and Varty)—Miss Mayo's Lessons for Infant Schools—Glasgow Infant School Magazine.

Apparatus.—Box of Model Solids—Slates—Pencils—Pictures on Religious Subjects (Roake and Varty), with those by Darton and Clark on all subjects—Arithmometers.

Music.—School Harmonist (Ridgway)—Hullah's Part Music.

Report, in 1849, *on the National Society's Training Institution at Whitelands, Chelsea, for the Training of Schoolmistresses. By the* Rev. F. C. Cook, *one of Her Majesty's Inspectors of Schools.*

My Lords, *November* 1849.

In accordance with the instructions which I received to visit the establishment for training schoolmistresses at Whitelands, belonging to the National Society, in order to examine the candidates for *Certificates of Merit*, and to report upon the general state of the institution, I passed 10 days there in the month of January 1849, and have to submit the following account to your Lordships.

General Objects of the Inspection.—My attention was directed naturally to these points. 1. The character of the instruction given in the institution to the young women in training, both with reference to the extent and quality of information and to the development and training of their mental faculties. 2. The means adopted to give them both a theoretical knowledge of the principles and a practical facility in the art of teaching. 3. The general tendency of the system with reference to the formation of character, whether it can be proved or fairly assumed to be likely to send forth mistresses with such principles, dispositions, and habits as will enable them to discharge their duties in a cheerful, humble, and contented spirit, to acquire that influence over their future pupils and their parents which is indispensable to their success, and to give satisfaction to their employers, as well as to the Society to which they are indebted for their training.

Points noticed on former Inspection.—Before I proceed to the consideration of these subjects it will be proper to notice some important facts which have already been submitted to your Lordships by the Rev. F. Watkins, in the Report published in 1848.

Premises.—With reference to the condition of the premises, Mr. Watkins then stated that the premises generally are unworthy of, and unsuitable for, the great objects for which they are used. He stated particularly that the bed-rooms, though perfectly clean and neat, are deficient both in pitch and elevation; and justly found fault with the class-room, the dining-

room, the larder, and pantry, and especially the laundry and scullery, which are overrun with rats.

In these remarks I perfectly coincide. The improvement then contemplated have not been carried into effect. The school-rooms, which were built two years since, are commodious and well arranged; but the dining-room, chief class-room, larder, pantry, and out-offices are in a state which is not only inconvenient for the domestic arrangements, but seriously detrimental to the efficiency of the institution in a very important department, viz., the industrial, or economical training of the students. At present they are not admitted into those offices, and I am informed by the principal, Mrs. Field, that it would not be practicable to carry on any regular system of such training with the present arrangements.

I venture to express an opinion that unless such changes be completed as will enable the superintendent to give the students a practical and experimental acquaintance with all the details of housekeeping, this institution must be considered as deficient in an essential point. And it may be a question whether the annual examinations for certificates, which secure so large an addition to the income of Whitelands from the public purse, should be continued unless a security be given that this deficiency shall be supplied.

Mr. Watkins, moreover, stated a doubt whether there is sufficient space and opportunity for healthy exercise in the garden of the institution. It certainly appears to be a disadvantage necessarily connected with its situation that there cannot be much space, or any privacy, for such exercise and recreation as are requisite. Whether it be compensated by other advantages is a question for the consideration of the National Society, but it is certain that if, as appears likely, the establishment is permanently fixed in this locality, the whole area of the garden should be laid out with a view to such exercises as may conduce to the development of the physical powers of the students. It appears doubtful whether sufficient attention has been paid to this subject, and whether the young women, though healthy and cheerful, are strong enough for the work which they have to undertake. I am well aware of the difficulty of introducing a good system of exercise, but it is a subject well deserving the careful consideration of the Committee of Management.

The officers of the institution are the same generally as when Mr. Watkins visited it. The character and qualifications of the principal, Mrs. Field, are too well known to need any encomiums here; but I cannot refrain from expressing my conviction, that the personal influence of that lady has been one main cause of the success which has attended the institution, notwithstanding the great difficulties with which it has had to contend. Many of her former pupils are in my district, and

all speak of her with warm affection and respect. Miss Lowman, assisted by Miss Cuckow and Miss Murphy, continue to instruct the students, and, as will be seen from the ensuing pages, with remarkable skill and success.

The account given by Mr. Watkins of the Rev. H. Baber requires no further notice. The same system is pursued by that gentleman, to whose kind assistance I was also much indebted during the examination. Mr. Tate has been succeeded by the Rev. J. Hunter, and the vocal music is still conducted Mr. Hullah and Mr. May.

With reference to this subject it must be observed, first, that the number of resident teachers is not sufficient. Miss Lowman has not time for her various occupations, and can scarcely combine the superintendence of the two practising schools, which ought to be regularly visited by the person who is chiefly responsible for the proficiency of the students, with such constant attention to their intellectual attainments as that lady has hitherto bestowed. It appears to me either that Miss Lowman should have a sufficient staff of able assistants to relieve her of some portion of the latter work, in which case she would be able to give more time to the observation of the schools, or that a mistress of method should be appointed. This is a point of great importance to the efficiency of the institution, and will be referred to in a subsequent part of my Report.

In the next place, I venture to state my opinion upon a point which may perhaps be regarded as not lying within the Inspector's province to notice, but which is too likely to affect the permanent efficiency of the institution to be passed over. With the exception of the salary paid to the chaplain, upon the propriety of which there can be but one opinion, the payment made to all the officers in the institution is very much below what they might reasonably expect, or what their talents and attainments might command. It should also be taken into consideration that they have not such apartments as they are fairly entitled to, and as ought to be regarded as necessary for their privacy and comfort during the few hours of comparative leisure which every teacher must need, and should enjoy daily.

I mention this circumstance, not intending to cast any blame on the managers, who have found, and still find, the greatest difficulty in defraying the expenses of the establishment, but because it is clear that if these ladies do remain, disregarding more advantageous offers, from feelings of deep interest in the welfare of the pupils, and of attachment to the Church, it is unjust to act upon that consideration in dealing with them. This is surely a point to which it would be reasonable to call the attention of the Committee of the National Society. It might be advisable to allow a per centage to the teachers upon

the payments made by the Government for certificates of merit and competency to students in the institution.

I proceed to consider the instruction given to students. The examination-papers of the candidates for certificates, the reports of the teachers in the institution, and the observations which I made on frequent visits of inspection, furnish sufficient data for appreciating its extent and quality. The results of the examination, as tested by the certificates of merit, sufficiently prove that the instruction given to the more advanced students is considerably beyond what has hitherto been accomplished, or even attempted, in any training-school for mistresses. The following statement may serve to show how far those results may be regarded as indicative of the general character of the instruction.

63 candidates were present at the examination.

Of these 12 were schoolmistresses,

19 were students who had completed their training,

32 were students who had remained more than one year in the establishment.

In addition to the candidates, 23 students were examined, and their papers have been preserved by me for the twofold object of ascertaining what amount of attainment the students bring with them into the institution, and what progress they appear to make within a given time.

It must be regarded, in the first place, as a very remarkable result, that of three candidates, whose age upon the average perhaps does not exceed 20, five should have obtained first-class, nine second-class, and 14 third-class certificates of merit. It is, on the other hand, perhaps equally remarkable that so many who had enjoyed the same advantages should have failed, and, as a review of their paper shows, in most cases more completely than could have been anticipated.

The subjects of examination were—

The Holy Scriptures,
The Liturgy and Church History.
The English language, as tested by reading, generally in the papers, especially the essays, and by papers on composition, grammar, and etymology.
English History.
Biographical Memoirs.
Geography.
Natural History.
Arithmetic.
Vocal Music.
Drawing.
Domestic Economy.
Notes of Lessons.

1. *The Religious Instruction.*—No one acquainted with the principles and attainments of the teachers at Whitelands would anticipate any failure in this subject. The religious papers are, with very few exceptions, what every Churchman would wish them to be, written in a reverential, and apparently devout, spirit, and indicating a comprehensive and accurate acquaintance with the Holy Scriptures. They are well instructed in the contents and in the history of the Prayer-book, and in such portions of Church history as are most interesting and practically useful. The religious instruction is superintended by the chaplain, but is not only a point upon which the Inspector may be entitled to give an opinion, but is in fact the point to which he is directed by the very terms of his appointment to give special attention.

Next to the religious instruction, the most important point for a mistress is to know her own language well. If she does not understand it thoroughly, she cannot teach any subject without misleading her pupils continually. If she does not express herself correctly and simply, she perpetuates the faults which it is her work to correct. If she cannot write on every subject with which she is conversant in a clear, natural, and correct style, she will never be competent to conduct the instruction of a good school. Their knowledge of language was tested in several ways.

Reading.—I heard all the candidates read passages from classical authors in poetry and prose. They did this remarkably well—without vulgarity or affectation. The intonation is good, and it is impossible to doubt that great pains have been constantly taken to correct any faults of pronunciation which the students may previously have contracted. This is a point of great importance for a teacher, and is no unfair test of mental cultivation and training.

Composition.—In this there is very great inequality, as might be expected; but it is worthy of remark, that the style of most of the candidates was singularly free from those defects which are generally conspicuous in the composition of persons whose early education has been limited and imperfect. Very few papers were ungrammatical or ill-spelt, and what is more remarkable, scarcely any were written in an affected or exaggerated style. There was much diffuseness, want of precision and perspicuity; many were deficient in energy; but the besetting tendency to inflation and sentimentality had obviously been carefully watched and corrected by a person of good taste and prompt discernment. I speak, of course, of those candidates who have remained a year in the establishment. Some of the papers of the younger students are very promising; but the greater number show that the standard of proficiency in this subject is

much below what ought to be enforced upon entrance into a training-school.

Grammar and Etymology, and History of the English Language.—These subjects have received due attention, and have been taught theoretically and practically; they appear, in fact, to have been carried as far as may be practicable or perhaps desirable. The chief points henceforth to be attended are, as it seems to me, first, to simplify as much as possible the elementary principles, and to fill up the gaps which are observable in the knowledge possessed by the more advanced students; and, secondly, to bring up all the inferior students as near as possible to a fair standard of attainment. There should be a minimum fixed for this and all other indispensable subjects, and a failure in reaching it should be regarded as a positive disqualification.

English History and Biographical Memoirs.—Some papers on the former subject were excellent, and many showed that they had read with interest and intelligence. Due pains are taken to direct their attention to those points in history which have a permanent bearing upon the happiness and moral condition of mankind. In addition to the text books, the students have access to some good works in the library, which is, however, by no means sufficiently furnished with books of reference in this or indeed in any subject. The papers on biographical memoirs showed little reading. The characters were selected, with few exceptions, from the English History, but those exceptions sufficed to show what good use may be made of a work on the subject. It may be hoped that the Society for Promoting Christian Knowledge, which has already some separate biographies, will undertake a series of lives, both of private individuals and public characters, distinguished for any excellencies, but especially for those virtues and graces which conduce to the happiness and improvement of domestic life. At present it is very difficult to set an examination-paper which is fair to the students: if the names are not well known they cannot be presumed to have heard of them; if, on the contrary, celebrated names are proposed, most of the candidates will select those with which they have perhaps been familiar from early youth. Such, at least, was the general result of this examination.

Geography.—This is always an attractive subject, but I am not aware that it has hitherto been taught anywhere with better success than at Whitelands. Many papers show that the students have been accustomed to connect the physical structure of countries with the habits and occupations of the inhabitants,—to seek for rational causes of natural phenomena,—and to inquire into the circumstances which affect the civilization and well-being of races and nations. I do not mean, of course, that

the students have read very extensively on these subjects, but they have read intelligently, and will certainly not think that they are to teach a mere string of names for geography. Another point to which great importance should be attached is, that they are thoroughly well instructed in the geography of England, and when placed in any school, will take pains to obtain accurate information on all subjects connected with the country about them, and to present it in an intelligible and interesting form to their pupils. The excellent maps lately prepared by the Rev. E. Clarke have been found most serviceable, and should be purchased by all school-managers.

Natural History.—This subject has not been taught systematically. The papers merely showed that the students had read the books of general information published by the various educational societies. As I am of opinion that natural history should be taught by close observation of all objects which children see daily, and that the object of the teacher should be to guide them in collecting and comparing facts, I do not attach much importance to what has hitherto been effected or attempted in this subject. It appears to be too vague and unpractical, nor does it seem to exercise the higher faculties, or to conduce very materially to the training or development of character.

Arithmetic has been taught on a good system, and with the greatest care. Whitelands is superior to any of the training-schools for mistresses in this subject.

Domestic Economy and Notes of Lessons.—I shall have occasion to notice these papers presently; as tests of English composition, they were highly satisfactory.

Vocal Music.—I find from the Report of the Examiners, that the papers of the candidates indicate considerable proficiency.

Little progress has been made in drawing, but the attempts of one or two candidates showed taste and some talent.

Upon a general review of the inspection it appears to me that the following points are fully established:—

1. That the amount of instruction given to the students in this institution who are able and willing to profit by the opportunities afforded them, is not only highly creditable to the teachers, but perhaps as extensive as ought to be expected or would be advantageous to young persons who are intended to teach the children of the poor. It may even be questioned whether there is not too much variety at present; whether the attention of the students is not distracted by the multiplicity of the claims on their time and attention, and whether it may not be advisable to simplify and limit the course of the examination. At any rate I would recommend, that if any alterations

in the system of instruction are made, it will be with the view of making the teaching more elementary, practical, and systematic, and not of extending and enlarging it. It is to be feared that while so many subjects are prepared for examination the tendency will always be to increase the extent of superficial attainment at the expense of depth, soundness, and practical utility.

2. That due pains have been taken to secure the training and development of the mental faculties. The examination-papers show that the memory has been exercised not as a mere recipient or depository of facts, but as an active power of the mind, that the pupils are accustomed not only to remember but to recollect, reproduce, and recombine what they have been taught; and without entering too minutely on such a subject, I think also that the judgment of the students has been well trained.

3. That while the more proficient pupils have reached a higher standard than could have been anticipated, and the comparative progress of the middle divisions is not unsatisfactory; still there are certainly too many pupils whose attainments are not merely far below that standard, but below what ought to be fixed as a minimum in a training institution. This I attribute to two causes. In the first place students have hitherto been admitted who were exceedingly ignorant, and who could not be prepared to pass an examination by any system of instruction. This cause is, however, less operative every year, as the pupils are selected from a larger number of candidates, and the requisite qualifications are more generally understood. It will not, however, be entirely removed until the pupil-teachers now in training have passed through their apprenticeship. The second cause is one upon which I do not feel myself able to speak very positively. It does, however, appear to me, judging only from the results, that although intelligent and well-informed girls here, as in most establishments, may not receive more than a due share of attention, yet that it is not possible for the teachers to give so much time and labour as is absolutely necessary if those pupils who are deficient in attainments on entrance are to be thoroughly educated in all subjects essential for a schoolmistress. The only remedy for this will be an addition to the number of teachers, as it is certain that no more can be done with the present staff. But I am quite ready to admit that I may be mistaken as to this second cause, and that the first may be sufficient to account for the result, making of course proper allowance for the great differences in natural ability.

The next point to be considered is, what means are adopted to give the pupils an insight into the principles, and a practical acquaintance with the art of teaching; the data for this being,

first, the examination-papers, and especially the notes of lessons: 2nd, the lessons given by the candidates in the practising schools: and, 3rd, the methods adopted in those schools according to the ordinary routine of school work.

1. *Notes of Lessons*—The inequality in these papers was even greater than in the preceding subjects. Still it is to be remarked that the most unsatisfactory attempts showed that the candidates had heard good and systematic lessons, and had been directed to prepare notes for their own use, whether employed in teaching or in hearing others teach. But the notes of some candidates surprised me by their completeness, accuracy, and skilful arrangement; in fact, it was the great superiority of these papers to any that had been produced at previous examinations which secured a high class to so large a number of the candidates. Had I had no other opportunity of testing their acquirements, I should have felt no doubt that the writers were fully and skilfully instructed in the principles of teaching.

It has been often remarked, that hitherto the teachers in our schools have been more at a loss in this than in any subject proposed for examination, and it has not been in the power of examiners to refer to any work which might guide and help them. It would be a great benefit if the teachers at Whitelands would publish a work with clear rules, and a large variety of examples, for the use of schoolmistresses. The most intelligent schoolmistresses would most gratefully avail themselves of the suggestions which such a book would supply. It might, perhaps, be advisable also to publish a few of the best papers written at the annual examinations.

2. *Lessons given by Candidates.*—I heard each of the candidates give a lesson to one of the classes in the two practising schools. The subjects were fixed partly by me, partly by the candidates, each of them selecting one from four or five which I put before them. The lessons lasted upon an average about 25 minutes, and two of the students stood by and took notes. These notes were afterwards corrected and entered in a book, which will be of great use in enabling future examiners to ascertain the progress of the art of teaching. It is obvious that great allowance must be made for nervousness and anxiety, which, on such an occasion, often seem to paralyze the faculties of the ablest and most intelligent teachers; and I should not hastily have recorded my impressions had they been unfavourable. I am, however, happy to state that these lessons deepened my conviction that these young women are as carefully instructed in the art of teaching as in any part of their instruction. They were generally more self-possessed than could have been expected, and showed good sense and good feeling. Some lessons were remarkable for perspicuity, good arrangement, and animation; and I felt less difficulty in filling up the

certificates on these important requisites than on any former occasion. At the same time there are certain defects which ought to be noticed, and may be easily corrected. Most of them aimed too high; many were unable to combine the two equally necessary conditions of good teaching, viz., of keeping the children's minds in an active state of attention and of preserving continuity and order in their own representation of a subject. And they do not, generally speaking, seem to proceed gradually from elementary facts and principles to the explanation of such difficulties as occur in matters of ordinary occurrence. The methods of teaching may, perhaps, be simplified and otherwise improved, while the striking progress that has already been made leaves no room to doubt that every practicable amelioration will be carried into effect.

I shall have occasion elsewhere to report upon the two practising schools attached to the institution, in both of which pupil teachers have been apprenticed, under the Minutes of August. At present it may suffice to state that they are conducted with skill and energy, and that due pains are taken to introduce and make a fair trial of those methods which have been found successful in other establishments, and which are recommended upon competent authority. I am, however, again induced to express an opinion that the lessons given by the candidates in this school should be superintended by a superior officer in the institution; that each lesson should be given upon notes previously examined and approved by her; and that after school hours a portion of time should be set apart for a searching criticism of the ability and skill displayed by each student in the discharge of this duty. Whitelands stands so high already in the estimation of all who know what it has effected for the education of the poor, that it may well bear the expression of an opinion that such an addition to its organization is requisite to make it what it ought to be, and what it may easily become.

The last point which remains to be noticed is, the general tendency of the system with reference to the formation of character. Upon this, however, it will not be necessary to dwell at any length. The opinion which has been expressed by so many persons, far better qualified than myself to form a correct judgment, renders it unnecessary to do more than state my perfect concurrence in all the praise that has been bestowed upon those excellent persons to whom the institution is indebted for its great success. There is every reason to believe that the behaviour of these young women, which, as Mr. Watkins well observes, is cheerful and respectful to their superior, and is kind and frank to each other, is a sure indication of their genuine feelings, and will be borne out by their conduct in after-life. All the influences here must be for good; and on leaving this place, they will be placed in situations which,

though not without peculiar trials and temptations, yet offer many securities for good conduct and religious advancement. Still, my Lords, while I feel this very deeply, and am glad to state my conviction that the character and attainments of school mistresses, as well as their social position, have been much raised by the influence of Whitelands, I feel bound to express certain misgivings which during the last two years have especially forced themselves upon my consideration. It is certain that the mistresses from Whitelands are likely to be religious, high principled, right-minded persons. But it does not appear to me to be certain that they will be in other respects equally adapted for the situations open to them. That they will be cheerful and contented in difficult circumstances, that they will quite sympathize with the parents of poor children, attach sufficient importance to industrial occupations, and live among the poor as persons raised above them by that refinement which is inseparable from mental culture, and yet not separated from them in sympathies and interests. I am anxious not to be misunderstood. I impute no blame to any one connected with the institution it is perhaps an inevitable result of any attempt to give a complete and intellectual education to young women in two short years of training, during which their minds are of necessity fixed constantly and exclusively upon general and abstract truths, and their hearts are withdrawn from the rough and grating yet not unwholesome discipline of household occupation and contact with the cares of ordinary life. But it is a point which ought to be at least clearly stated and well considered, whether the instruction of the daughters of our peasants and mechanics are to be young women of delicate, refined, and intellectual habits. If, my Lords, it should appear that such is a desirable result, and that such is the only system that is likely to succeed, no modification of the institution is to be recommended, all that remains to be done is to complete its organization, and to supply it with resources to carry on the work which has been so well begun.

I believe, however, that a contrary opinion is entertained by many well-wishers to this institution; that the managers and conductors themselves are far from desiring or contemplating such a result of the system. It has been generally understood that the pupils would be instructed in all the details of housekeeping, with a special view to the management of their own affairs, and to the intelligent appreciation of all points connected with the domestic economy of the poorer classes. And it will generally be admitted also that some share should be taken by all the pupils in turn in the domestic work of the institution. It is of course a question of degree, how often and under what limitations the pupils should be so employed; but most persons will admit that some active occupation would be

conducive to their bodily health, and still more to the formation of their character.* If these objects be recognized as essential even in a training institution, which is not intended to be strictly speaking, of an industrial character, it must be confessed that the means for attaining them are strikingly inadequate, and that the tendency both of our examinations and of the system in the institution lies in an opposite direction. At present it is my object simply to submit the matter to your Lordships' consideration. I would only suggest, that if that tendeney ought to be counteracted, it can only be done successfully by adopting some or all of the following suggestions, part of which have originated with, and others have been approved by, the principal and managers of the place:—

1. A complete range of buildings should be at once erected, in which all the details of cooking, baking, washing, &c., should be carried on under the superintendence of the principal, and with the assistance of the students.

2. The students should take part in the domestic employments, especially in those which may be useful to them in afterlife, or in which they should be expected to instruct their pupils.

3. That they should keep accurate accounts of what they do and observe in each department, and compare those accounts with the best manuals and treatises yet published on the subject.

And lastly, my Lords, I venture to suggest that the Inspectors should be directed specially to report upon the character which each of the candidates receives from the principal as a skilful, industrious, and well-informed housekeeper. The Papers on Domestic Economy have effected this good—they have made the students sensible that some importance is attached by the Government to proficiency in this branch of knowledge, but they have effected little more. The papers of the candidates were valuable on many accounts: they were fair indications of the good sense and the habits of observation in the most intelligent candidates, but they were no test of their industrial skill or economical knowledge. If something more be not done I fear that the candidates will continue to give all

* I extract this note from a letter of Mrs. Field:—

"In order that young women intended for schoolmistresses may be fitted to discharge this important duty effectually, they certainly ought to have the means of acquiring, during their training, a practical acquaintance with every branch of domestic economy which they are likely to be called upon to teach hereafter. But in this point, I regret to say, Whitelands has in a great measure failed ever since the large addition to the number of its inmates; the offices being totally inadequate to the needs of the establishment, and affording no accommodation whatever for the instruction of the pupils in any domestic art. Their industrial training is, therefore, of necessity limited to theory and precept, to be practised when the emergency arrives; but this, I am sure, my lady friends (whose opinion merits great weight in the matter) will agree with me in thinking an unsatisfactory state of things, the importance of the subject being considered in all its bearings."

their attention to those subjects which will place them highest on the list of certified teachers; and I doubt not that the tendency of every change and modification of the system pursued in the institution will be to increase the amount of mental attainments at the expense of that which excites less interest, and secures a scantier remuneration.

I trust that the importance of the subjects which have been discussed will excuse the length of this Report, which I conclude with the expression of my very deep and sincere interest in the welfare of the institution.

I have the honor to be, &c.,

F. C. Cook.

To the Right Honorable the Lords of the Committee of Council on Education.

Report on the Schoolmasters' Training Institution at York, in connexion with the York and Ripon Diocesan Boards of Education;—by Her Majesty's Inspector of Schools, the Rev. FREDERICK WATKINS, B.D.

MY LORDS, *November*, 1849.

IN compliance with the instructions contained in your secretary's letter, dated December 1848, I repaired to York on the 15th of January, for the examination of the York and Ripon Diocesan Training Institution for Schoolmasters. I found 39 young men prepared for the trial. Of these, 28 were candidates for *certificates of merit*; 8, as masters already in charge of schools; the other 20, as having resided a year and upwards in the Institution. The remainder of the students not yet having been 12 months in the Institution, could not, under your Lordships' Minutes of 1846, receive *certificates of merit*, but were desirous of preparing themselves by this trial for future examinations. I may remark here, that, both to the Principal of the Institution and to myself, the number of those candidates who were already in charge of schools appeared very small, and not at all in proportion to the number who have been trained there, and gone out to their work as schoolmasters. From a return made to me by the officers of the Institution, I find that the whole number who have been trained in it, and entered upon their duties as schoolmasters, is 147. Of these, 6 are dead, and 29 others withdrawn from the profession. Two others have not yet been appointed to schools. Of the remainder now in charge of schools, 24 had obtained *certificates of merit* previously to the examination in January. There were, therefore, at that time, 86 schoolmasters, who had been trained in the Institution, who did not appear as candidates for *certificates of merit* in the examination of this year.*

Various reasons were alleged for their non-attendance on so important an occasion. In some cases the managers of schools objected to the absence of their schoolmaster at so critical a season, *i. e.*, just at the commencement of the school-term after

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* Total of students entered the institution 147

Obtained certificates of merit	24	
Withdrawn from the institution	20	
Expelled	1	
Repaid their exhibition	2	
Gone to Scotland and Wales	3	
Sick (2) and insane (1)	3	
Deceased	6	
Not appointed to schools	2	
	—61	
		—86

or 16 per cent. had obtained certificates of merit; 20 per cent. had gone away; and 4 per cent. (nearly) deceased.

the Christmas vacation. In others, the masters preferred a trial of the general district examination, which they fancied to be easier in its requirements. In many others there is reason to believe that teachers, fully occupied with the cares and demands of large schools, had not sufficient leisure to prepare themselves for a struggle of such consequence to them; honourable indeed if they succeeded in it, but very prejudicial to their interests if they failed.

The examination commenced on Monday, and was continued for eight hours on each day throughout the week. The subjects, and the papers in each subject, were the same as those given at the same time at all the other Training Institutions for schoolmasters, with the addition of a paper on Logic, which was added at the request of the Principal and by the permission of your Lordships. I make particular mention of this additional paper, because the subject of it is one to which careful attention has been paid at the Institution, and it is, therefore, satisfactory to observe that the answers made to the questions proposed in it seem, by their general correctness, to warrant the inference that the students are intelligently taught.

Before recording the opinions of Her Majesty's Inspectors (by whom the different examination-papers were revised) on the manner in which each subject was answered by the candidates, I must express my conviction that sufficient time was not allotted to each paper. It is, I am aware, very difficult so to arrange an examination, comprising many and important subjects, and to the whole of which one week only can be devoted, that each part of it may have its proper time and place; but it is surely too much to expect, as was the case in January, that men wearied with their week's work should, on the last day of it, answer satisfactorily questions in eight papers, viz., Trigonometry, Physics, Higher Branches of Mathematics, English Language and Literature, General History, Latin, Greek, and Logic.

In all the papers which came under my revision, it appeared to me that insufficient time had been allowed for thoughtfully answering the questions which they contained. I will now mention the different subjects of examination, in the order in which they were given, and attach to each the opinion of the Inspector who revised the answers given to the papers.

1. *Scriptural Knowledge.*—Of 28 papers sent in, 5 are good; 3, fair; 12, moderate; and 8, imperfect.

2. *Church History.*—The papers are generally very unsatisfactory. I cannot suppose that the students have received any regular instruction in this subject. There are only 2 papers which rank above fair, viz., 1 excellent and 1 good: 1 is marked fair, 5 are moderate, 15 are imperfect, and 15, failure.

3. *Arithmetic.*—Of 28 papers, 6 are good; 6, fair; 10, moderate; 5, imperfect; and 1, failure.

4. *Mensuration.*—Of 28 candidates, the papers are marked thus: 2, fair; 7, moderate; 12, imperfect; 5, failure; 2, not attempted.

5. *Catechism and Liturgy.*—My general impression of these papers is satisfactory. The subject has been evidently much studied, and with a certain amount of success.

6. *English History.*—The candidates do not appear to have had sufficient time for this paper. There are many inaccuracies, and evident marks of hasty writing. Some of the settled masters, and of the students lately entered, show great ignorance of the subject. In some cases the spelling is very faulty. In a good many instances insufficient attention has been given to the words and drift of the question.

7. *English Grammar.*—The York (Male Training School) papers upon English Grammar can claim but chary commendation. Of 26 candidates, 3 only obtain complimentary marks. Nor is the general deficiency of the remainder in technical acquaintance with the subject entirely accounted for by its inherent difficulty, or fairly compensated by neatness of writing and correctness of expression.

8. *Geography.*—Unsatisfactory.

9.—*Algebra.*—Very unsatisfactory. The simplest problems only have been attempted, except by two of the students. Due time does not, however, appear to have been allowed for this paper.

10. *Geometry.*—From 28 candidates, the papers are: 2, good; 4, fair; 7, moderate; 4, imperfect; 4, failure; and 7, unattempted.

11. *Method.*—These papers are not much better than those from Durham (which are exceedingly unsatisfactory). The notes are generally unmethodical and incomplete, nor is the standard of attainments at all satisfactory.

12. *Popular Astronomy.*—The papers are marked thus: 1, fair; 11, moderate; 7, imperfect; 3, failure; and 6, unattempted.

13. *Music.*—Out of 34 papers from York and Ripon (males) 1 is marked excellent; 5, good; 6, fair; 8, moderate; 4, imperfect; and 10, failure.

14. *Industrial Mechanics.*—Unsatisfactory. Two or three only of the students appear to have any real knowledge of the subject.

15. *Trigonometry.*—Unsatisfactory, as to the method of demonstration adopted and the results. Four students have attempted the paper. One has solved three of the problems in a clumsy way; the others have not succeeded so well.

16. *Physics.*—None of the students appear to have any knowledge of this subject.

17. *Higher branches of Mathematics.*—This paper has been attempted by one only of the students, who has failed.

18. *English Language and Literature.*—The penmanship and spelling of half these papers is defective, and the deplorable inferiority of all the answers is accountable only on the supposition that the subject has never entered into the professed routine of study.

19. *General History.*—On the whole, little done, and that, in general, vaguely and incorrectly. Few of the students seem to have read much on the subject, and none of them appear to have had sufficient time for the paper.

20. *Greek.*—There were only two students who made any attempt to answer the Greek paper, and one of those two manifested an elementary acquaintance with the Greek of the New Testament.

21. *Latin.*—Several students essayed to answer the Latin paper, and though two of the young men were superior to the rest, yet none were so distinguished as to merit being mentioned by their names.

22. *Logic.*—Of the papers on Logic worked by 12 candidates at the York Institution, 1 is marked excellent; 1, good; 2, very fair; 4, fair; and 4, moderate. None of the papers betray any considerable want of comprehension on the points contained in them; the majority of them indicate a very fair acquaintance with the subject, such as might be expected from attentive students after a course of clear and simple lectures; and one or two appear to contain the marks of decided superiority. On the whole, I should regard the paper as very creditable to the candidates who wrote them.

From these statements, as well as from the table of "General Result" of examination shown by the number of marks, which I have placed in the Appendix, it must, I think, be admitted that the answers given by the candidates in many of the subjects, and in some of the most important of them, are not on the whole satisfactory. This is, no doubt, in part owing to a cause which I have already mentioned; insufficiency of time for the various papers. But it may fairly be questioned whether this cause is sufficient to account for the whole deficiency. A fairer criterion might be obtained by comparing the results of the examination of this institution with those of other similar institutions, excepting perhaps those of St. Mark's (Chelsea), and Battersea. I cannot, however, though I have made several attempts, obtain the necessary material for this comparison. Another important element in the examination must be noticed here, that is, the ability of the candidates to teach a class in the presence of the Inspector. Amongst those who were already settled as schoolmasters, there appeared, with two exceptions, to be little knowledge of the art of teaching. Their lessons were vague, their manner undecided, and their language, at times, ungrammatical. It is but fair to remark that only one of these teachers had been in the institution for the full time, and that their average stay in it reached only 14 months. Of those candidates who were then students in the institution, a somewhat more favourable report may be given as to their skill in teaching. Two of them showed considerable power, tact, and readiness in it. Others, though somewhat formal and inanimate, gave me the impression that they had been rightly instructed in this important branch of their duties.

This seems the proper place for observing that, amongst several disadvantages under which the Training School at York is at present placed, it has this especially, that there is no fit school in which the students may rightly learn and practice under proper observation the art of teaching. Their only exercise-ground in this respect is a mixed, or so-called middle school, in which the pupils of the Yeoman School are instructed with children of a class, and under circumstances different from those of an ordinary National school. It is hardly necessary to remark that such an arrangement not only does not prepare the students for this part of their work in life, but that, as far as it goes, it forms them on another model, and fashions them into other men than national schoolmasters.

To return to the examination, its results with regard to its chief object, as a trial for *certificates of merit*, were as follows.

MASTERS.

Third Class.

1st Division.—Jonathan Williams (School), Dringhouses.
3rd Division.—John Grange, Walton.

STUDENTS.

Second Class.

1st Division.—Michael Lister.

Third Class.

1st Division.—William Marshall.
2nd Division.—Thomas Frizzle.
3rd Division.—George Tinker.

i. e. 25 per cent. of masters, and 20 per cent. of students obtained certificates. This per centage is lower than usual, lower than in either of the general district examinations which I have conducted in the county of York. At the first of these, held at Wakefield, in Easter week, 1848, the number of candidates was 86, of whom 39 (or above 45 per cent.) obtained certificates of merit. Whilst at the district examination held at York in 1849, out of 60 candidates, 17 (or above 28 per cent.) were in like manner successful. Judging therefore by the examination of this year, it seems that the Training College at York has hardly done itself justice. It has hardly vindicated its position as the centre of elementary education to the great, populous, and influential county of York. If this be the case, it is owing I believe to many causes, some of which I will briefly mention.

It can hardly be necessary for me, indeed it is hardly my place, to state my conviction that no part of the unsuccessful issue of the late examination, or of any other apparent weakness in the Institution, can be attributed to any deficiency of ability, or lack of judgment, or want of energy, in the present highly qualified Principal, or his Assistant masters. I can bear good testimony to the many attainments, and great devotion to his work, and excellent economy of the present Principal. Though I have not had the same opportunity of forming an opinion of the other officers of the Institution, I have every reason to believe them well qualified for their duties, and earnest in the discharge of them. I think that they are insufficient in number. I believe that there should be at least two more Assistant masters for the work which they have to do. This I believe to be one cause of hindrance to the more rapid progress of the Institution.

Next, I am inclined to believe that there is a deficiency in the material which is to be wrought upon in it, a deficiency not so much in quantity as in quality. The young men who enter the Institution are not, in general, such as are either naturally or, from the condition and habits of their previous lives, well qualified for the office of a Schoolmaster. I am well aware that there are striking exceptions to this rule; but the majority is on the other side. Some, and they not the least promising, are inexperienced boys, who, without any peculiar fitness for the duties of a schoolmaster, or much desire for his office, have passed creditably through their respective schools, and obtained

exhibitions to the Training College. They are thus induced to be schoolmasters, because that vocation seems to be the readiest and most convenient. There are others who have already been at work in the world—tailors, gardeners, shoemakers—some from the loom, others from the plough, from the mine, from service in gentlemen's families, and from various other occupations. Many of these have a desire for the office of schoolmaster,—not a few, I believe, a strong liking for its labours; but it may fairly be questioned whether they are likely to succeed in it, whether, in the short time which the demand for schoolmasters on the one hand, and their own exigencies on the other, allow them for instruction at the Training College, they will become qualified to go forth as intelligent and skilled teachers of ignorant and undisciplined children.

It must be remembered that the question started here is only as to their intellectual qualifications, not as to the far more important points of moral and religious culture; as to these, I have been informed, by more than one Principal of a Training Institution, that little progress is made in the formation of a student's character, that there is little appearance of bad habits eradicated, or good seed growing, till the end of the second year of his training. If this be so, and it is certainly advanced on good authority, what can fairly be expected when the average duration of students is only about 14 months. I find that at York, of 147 students who have been in the Institution, the following is the return of their stay in it.

Number resident,	3	years and upwards. . .	15
,,	2½	,, . .	3
,,	2	,, . .	11
,,	1½	,, . .	10
,,	1	,, . .	42
,,	½	,, . .	43
Number less than ½ year, or of whom no account is given			23
		Total . . .	147

Average residence of each pupil,—1 year, 2 months, and 2 weeks.

Under these circumstances there is, I think, rather cause of surprise that so many good schoolmasters are formed in so short a time at York, rather than of disappointment, if all are not, either in character or attainments, what we would wish them to be.

But with regard to the intellectual qualifications of the present students of the Institution, I do not believe them to be of a high order, owing to the causes which have been already stated, and I consider this circumstance a present hindrance to the progress of the Institution, and a partial cause of the results of the late examination. An easy and effectual remedy for this

state of things is in the power of all the great land-owners in the agricultural districts, and of the wealthy mill-owners in the manufacturing part of the county. It is this; to choose out of the youths, over whom they have influence, those who seem the best qualified naturally for the office of schoolmaster, and the most desirous to undertake its duties; youths who are apt to learn, and not less apt to teach, steady, intelligent, sober-minded, but cheerful young men, above all, of good moral and religious character; let each wealthy individual send only one such to the Training College, and he will be doing more for the right education of those who are dependent on him than by sending hundreds of little children to an unintelligent or indifferent schoolmaster.

Another great deficiency in this Institution, and considerable cause of hindrance to its right development, is that which I have already mentioned, the want of a proper Practising school. This is so important a part of a Training Establishment, and so necessary for its success, that it is most strange it has been hitherto omitted, and curious that without it the students have obtained any practical knowledge of the art of teaching. As I am told, however, that arrangements have been made for immediately erecting a building for this purpose, it will be unnecessary for me to say more at present on this subject.

There are other desiderata of minor importance, but still much needed—a separate kitchen and offices for the Principal's house, an additional matron's-room, and some alterations in the present offices; enlargement of the lavatory, and a fence-wall between some of the out-buildings are the most prominent.

An appeal, signed by the Archbishop of York and the Bishop of Ripon, has been made this year to the county for aid towards carrying out many of these objects, to which, it is to be hoped, a liberal answer will be given.

There is, however, an object to which that appeal does not extend—one, I am convinced, of primary importance—the want of which has been long felt, and the absence of which may be traced in the present condition of the Training Institution. It is the erection of a Chapel, either solely for the use of the students, or, conjointly with them, of the inhabitants of the immediate neighbourhood. At present the students attend every morning at seven o'clock, at a neighbouring church, at no very great, but still at an inconvenient distance from the College. Prayers are read there by the Principal, or Vice-principal; the students are placed in the best manner that the interior of the church allows, but their position is inconvenient and unsatisfactory. No proper supervision can be exercised there by the Principal or other officers. The church is fitted up

with high pews, the occupants of which, when on their knees, cannot be seen even from the reading-desk. They may be conning their morning's task, or they may be continuing their night's repose; they may be seated, when they should be standing, or they may be indulging in thoughtless conversation, when they ought to be joining in the responses of the congregation. It is not sufficient to answer that this is not often the case, it is impossible to say whether it be so or not. But I do not think that there is any one who knows the value of good habits, and, if possible, their increased value in men who are to be models to children at their most pliable and imitative time of life, who will not say that such circumstances of public prayer are neither seemly nor tolerable for the important Training Institution of the county of York.

I am told that the cost of a chapel containing 300 sittings,—a number which would accommodate the pupils of the two training Institutions, and afford church-room for others who wished to join in the services of the church,—would not exceed 1,100*l.* or 1,200*l.* Such a building might always, under certain limitations, be open to the public; it could hardly be abused to any private or party purpose, and it might, under God's blessing, be the means of forming habits of reverence, decorum, and attentiveness during public worship, in a large body of teachers who will, humanly speaking, be the channels for diffusing good or evil in these respects to each rising generation of the poor of this county.

As the origin and constitution of this Training School have been fully detailed to your Lordships in a Report by the Rev. A. Thurtell, dated April 1848, it will be unnecessary for me to say anything on these points. I will briefly notice the changes which have taken place since the date of that Report.

The Rev. G. C. Hodgkinson (late one of the Secretaries of the National Society) was appointed (July 1848) Principal of the Institution, in the place of the Rev. W. Reid who is now Principal of the Training School at Caermarthen. The staff of officers at York is as follows:—

Vice-principal, Rev. J. Chubb Ford; Assistant-masters, Mr. Whitehead, Mr. Bogue, and Mr. Hardcastle; Music-master, Mr. Young. The domestic arrangements are under the superintendence of a matron, Miss Todd. The servants consist of a cook, three scullery-maids, five house-maids, and four (so-called) pensioners.

The pupils of the Yeoman School have hitherto boarded with the students. Some of them also have occupied beds in vacant dormitories, but both of these arrangements are henceforth to be discontinued.

The payments of the students and pupils are,—

	£.	s.	d.	
In Training School . . .	20	0	0	per ann.
In Middle School (day) . .	4	4	0	,,
In Yeoman School . . .	22	1	0	,,
Extra for washing . . .	1	10	0	,,

I am informed by the Principal that the maintenance of the pupils in the quarter of the year ending Michaelmas, 1848, was somewhat less than 8*d.* per day each; and for the quarter ending December, 1848, it hardly exceeded 7*d.* per day, being 4*s.* 1¾*d.* per week; and that the *total ordinary expenditure*, on account of 45 students and 70 pupils in the Yeoman School, was at the rate of less than 2,900*l.* per annum, or about 25*l.* 4*s.* each.

It would, I think, be difficult to reduce this very moderate expenditure. The financial condition, however, of the Training School is not at present satisfactory, as will be seen by the following extract from an appeal which has been issued, as imperatively necessary, by the two diocesans.

The premises in Monk Gate, originally purchased as a Training-school for masters, now employed for the training of mistresses, have cost the Board the sum of 3,100*l.* The new Training-school for masters, capable of containing 56 pupils, has been erected at a cost of 11,955*l.* 4*s.*; 6,860*l.* being contributed in equal portions by the two dioceses, and the remainder supplied by a grant of 4,550*l.* from the Committee of the Privy Council, together with 500*l.* from the National Society. Of this amount, however, little more than 700*l.* could be spared for the purchase of furniture and fixtures, a sum manifestly insufficient for the purpose; and in this department the establishment was left in a very incomplete state. The Board of Management was thus compelled to employ a portion of its annual income, already overburdened with charges, in making additions to the stock of furniture. A debt of 600*l.* has consequently been incurred, and there is yet needed the further sum of 2,400*l.* for objects essential to the real efficiency of the institution. The chief articles in this catalogue of desiderata are a practising school, which will cost about 700*l.*, a separate kitchen and offices for the principal's house, the enlargement of the present offices, an additional matron's-room, together with workshops for an industrial department, and some additional drainage, at a charge of about 950*l.* more. The remainder of the 2,400*l.* is required for sundries of furniture and other accommodation, rendered necessary by the enlargement of the building since the original plan was formed.

I am unable to state whether in this calculation is included any estimate for the improved ventilation of those parts of the building which require it, especially of the students' day-room; the hot-water apparatus also for warming the corridors is insufficient, and the pipes leak considerably. In the walls of different rooms large cracks are apparent, which are said to be only in the plaster, but are very unsightly. In other apartments the door-jambs and window-frames appear to have been constructed of unseasoned timber, and to have started from their right position; the washing-room is very inconveniently placed, and insufficient in size, affording accommodation only to six men at a time. The school-room in which the students are instructed is incom-

pletely warmed and badly lighted with gas. On the whole, the impression produced by a careful inspection of the buildings is unfavourable, the arrangements in many respects seem faulty, the work poorly finished, and the accommodation, in different quarters, insufficient.

In the grounds some drainage has been effected since last year, the result of which, at the time of my visit, it was difficult to ascertain, as the weather was unceasingly wet.

Little has been done as yet in the industrial department, in agricultural or horticultural labour by the students, though the soil seems well suited for the latter occupations.

I place in the Appendix a general time-table of the Institution, the time-table of its school-work, and that also of the Middle school. To these latter I have added tables of the time given to each subject of instruction during the whole week, and a list of the books used.

From these tables it appears that above one-seventh of the whole school-time is devoted to the theory and practice of music. This seems a disproportionate share of the time which has to be divided amongst 16 subjects of instruction, few of which are of less importance, and some of which are far more important to the schoolmaster than the knowledge of music.

In concluding this Report, I cannot but mention the kind and ready help which I received, both during the examination and at subsequent visits, from the Principal and other officers of the Institution.

And I must express my belief, viewing the Institution in its present state under, as it seems to me, many and great disadvantages, that, if these be once removed,—if the Institution be, as it never hitherto has been, fairly launched, and fully equipped with all that a good vessel needs for so difficult a course, it will surely win its way to a foremost place amongst like Institutions, and bear abundant benefits to all quarters of the dioceses by which it has been brought into existence.

I have the honor to be, &c.,

FREDERICK WATKINS.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX A.

GENERAL RESULT of EXAMINATION of YORK (Male) TRAINING SCHOOL on 15th of January 1849, and on five following days.

	Religious Knowledge.	Arithmetic.	English Grammar.	English History.	Geography.	Popular Astronomy.	Geometry.	Elements of Mechanics.	Mensuration.	Algebra.	Original Essay on a subject connected with the Art of Teaching.*	Vocal Music.	History, and Etymology of the English Language.	Church History.	General History.	Physical Science.	Higher Branches of Mathematics.	Latin.	Logic.	Catechism and Liturgy.
Non-Candidates.																				
Excellent	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	:	:	0	0	0
Good	5	6	1	4	2	2	2	1	0	0	0	5	0	1	2	:	:	0	1	1
Fair	3	6	2	11	6	1	4	0	0	1	0	5	0	1	7	:	1	1	6	5
Moderate	12	10	17	7	6	11	7	3	2	1	2	7	0	5	3	2	:	2	4	12
Imperfect	8	5	7	5	13	7	4	8	12	6	8	4	4	13	10	5	1	8	0	10
Failure	0	1	1	1	1	3	7	5	5	5	15	3	10	6	0	0	0	0	0	0
Not attempted	0	0	0	0	0	6	6	11	2	5	1	3	8	1	6	21	26	16	17	0
Total	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
Candidates.																				
Excellent	Not marked.	0	1	4	0	0	1	:	0	0	Not marked.	1	0	0	0	0	:	:	1	Not marked.
Good		1	0	2	1	1	2	:	0	0		1	0	0	0	0	:	:	:	
Fair		2	2	6	2	1	1	:	1	1		1	0	0	1	0	:	:	:	
Moderate		2	6	3	1	2	2	:	1	3		2	1	0	2	1	2	:	:	
Imperfect		4	3	0	2	1	1	:	1	2		1	2	0	3	1	2	2	:	
Failure		3	0	2	6	1	2	:	1	4		2	6	1	1	7	9	8	10	
Not attempted		:	:	:	:	:	:	:	:	:		:	4	:	0	8	:	:	:	
Total		11	11	11	:	11	:	:	11	11		11	11	:	11	11	11	11	11	

* School Management and Notes of a Lesson.

Appendix B.

GENERAL TIME-TABLE.

A.M.

5·30 Rise, wash and dress.
6 Study in the common room.
6·45 Prepare for church.
7 Morning prayer.
8 Breakfast.
8·30 Study in the common room.
9 Attend classes in the school room, or teach in the Middle School. (*Vide* School Time-Table.)
12 Leisure, or industrial occupation in the grounds and garden.

P.M.

12·45 Prepare for dinner.
1 Dinner.
1·30 Leisure.
2 Attend classes in the school-room, or teach in the Middle School.
5 Leisure, or industrial occupation, in the grounds and garden.
6 to 6½ Washing, shoe-cleaning, &c. Gates locked.
6·30 Tea.
7 Study in the common room.
8·20 Prepare for evening prayers.
8·30 Evening prayers.
9 Study in the common room.
9·45 Retire to rest.
10 Put out the lights and lock the doors.

Appendix C.

Table showing Daily Routine of Instruction.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	A.M. 9 to 10	Lecture on the Articles.	Holy Scripture.	Pearson on the Creed.	Holy Scripture.	Pearson on the Creed.	Collect, Epistle, and Gospel.
	10 —11	Latin.	Greek or English Literature.	Logic.	Latin.	Greek or English Literature.	Logic.
	11 —11·20	Mental Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Mental Arithmetic. }	Natural Science.	Music (Practice).
	11·20—12	Science.	Music (Practice). }		Music (Practice). }		
	P.M. 2 — 2·45	Geography.	History.	Geography.	Holiday.	History.	Holiday.
	2·45— 3·15	Mechanics of Engineering.	Music.	Mechanics of Engineering.		Music (Theory).	
	3·15— 4·30	Algebra.	Geometry.	Algebra.		Geometry.	
	4·30— 5	Writing.	Church History.	Writing.		Church History.	
Second Class.	A.M. 9 —10	Essay.	Holy Scripture.	Oxford Catechism.	Holy Scripture.	Oxford Catechism.	Collect, Epistle, and Gospel.
	10 —11	English Grammar.	Writing.	English Composition.	Writing.	Writing.	English Composition.
	11 —11·20	Rapid Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Rapid Arithmetic.	Mental Arithmetic. }	Music (Practice).
	11·20—12	Music (Theory).	English Grammar. }		English Grammar.	Music (Theory). }	
	P.M. 2 — 2·45	Geography.	History.	Geography.	Holiday.	History.	Holiday.
	2·45— 3·15	Dictation.	Dictation.	Dictation.		Dictation.	
	3·15— 4·30	Euclid.	Algebra.	Mensuration.		Arithmetic.	
	4·30— 5	Church History.	Music (Practice).	Church History.		Music (Practice).	
Third Class.	A.M. 9 —10	Essay.	Holy Scripture.	Catechism.	Holy Scripture.	Catechism.	Collect, Epistle, and Gospel.
	10 —11	Writing.	English Grammar.	Music (Practice).	Writing.	English Grammar.	Music (Practice).
	11 —11·20	Mental Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Mental Arithmetic. }	Mental Arithmetic. }	Music (Practice).
	11·20—12	English Grammar.	Writing. }		English Grammar.	Writing. }	
	P.M. 2 2·45	History.	Geography.	History.	Holiday.	Geography.	Holiday.
	2·45— 3·15	Dictation.	Dictation.	Dictation.		Dictation.	
	3·15— 4·30	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4·30— 5	Music (Theory).	Reading.	Music (Theory).		Reading.	

APPENDIX D.

YEOMAN AND MIDDLE SCHOOL.

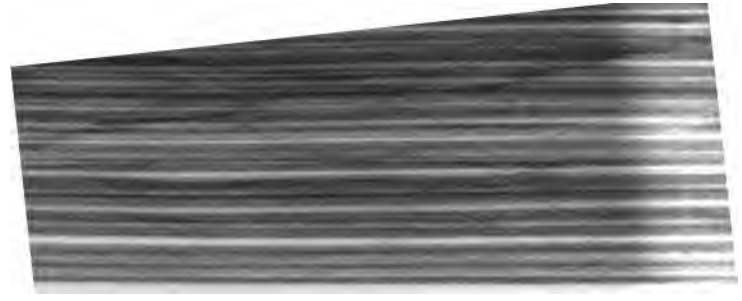
TABLE showing DAILY ROUTINE of INSTRUCTION.

		MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
FIRST CLASS.	A.M. 9 to 10	English Composition.	Bible and Sacred Geography.	Catechism and Sacred Geography.	Bible.	Catechism and Sacred Geography.	Collect, &c., explained.
	10 —11	Latin.	English Grammar.	Latin.	Jacob's Latin Reader.	Latin.	English Grammar.
	11 —11·20	Mental Arithmetic.	Tables.	Music (Theory and Practice).	Tables.	Mental Arithmetic.	Vocal Music.
	11·20—12	Writing.	Writing.		Writing.	Writing.	
	P.M. 2 —3½	English History and Dictation.	Geography and Spelling.	English History and Dictation.		Geography & Spelling.	
	3½ —4½	Arithmetic or Algebra.	Arithmetic or Mensuration.	Arithmetic or Algebra.	Holiday.	Arithmetic or Mensuration.	Holiday.
	4½ —5	Latin Grammar.	Grecian or Roman History.	Reading Fourth Book.		Grecian or Roman History.	
SECOND CLASS.	A.M. 9 —10	English Composition.	Catechism and Sacred Geography.	Bible.	Catechism and Sacred Geography.	Bible.	Collect, &c., explained.
	10 —11	Writing.	Writing, Ornamental.	Latin.	Writing.	Ornamental Writing.	English Grammar.
	11 —11·20	Mental Arithmetic.	Tables.	Vocal Music.	Mental Arithmetic.	Tables.	Vocal Music.
	11·20—12	Latin.	Latin.		English Grammar.	Latin Grammar.	
	P.M. 2 —3½	Geography and Spelling.	History and Dictation.	Geography & Spelling.		Writing and Dictation.	
	3½ —4½	Arithmetic.	Arithmetic.	Arithmetic.	Holiday.	Arithmetic.	Holiday.
	4½ —5	Reading Fourth Book.	Latin Grammar.	Reading Fourth Book.		Reading Fourth Book.	
THIRD CLASS.	A.M. 9 —10	English Composition.	Bible.	Catechism and Sacred Geography.	Bible.	Catechism and Sacred Geography.	Collect, &c., explained.
	10 —11	Latin.	English Grammar.	Latin.	English Grammar.	Latin.	English Grammar.
	11 —11·20	Tables.	Mental Arithmetic.	Vocal Music.	Mental Arithmetic.	Tables.	Vocal Music.
	11·20—12	Writing.	Writing.		Writing.	Writing.	
	P.M. 2 —3½	History and Dictation.	Geography and Spelling.	History and Dictaton.		Geography.	
	3½ —4½	Arithmetic.	Arithmetic.	Arithmetic.	Holiday.	Arithmetic.	Holiday.
	4½ —5	Reading Third Book.	Latin Grammar.	Reading Third Book.		Latin Grammar.	

Yeoman and Middle School.

Table showing Daily Routine of Instruction—*continued*.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Fourth Class.	A.M.						
	9 to 10	Writing.	Writing.	Catechism and Sacred Geography.	Writing.	Writing.	Collect, &c., explained.
	10 —11	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.
	11 —11·20	Tables.	Mental Arithmetic.	Vocal Music.	Mental Arithmetic.	Tables.	Vocal Music.
	11·20—12	English Composition.	Bible.		Bible.	Catechism and Sacred Geography.	
	P.M.						
	2 — 3½	Geography and Spelling.	History and Dictation.	Geography & Spelling.	Holiday.	History and Dictation.	Holiday.
	3½ — 4½	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4½ — 5	Reading Third Book.	Reading Third Book.	Reading Third Book.		Reading Third Book.	
Fifth Class.	A.M.						
	9 —10	Writing.	Writing.	Bible.	Writing.	Writing.	Collect, Epistle, &c.
	10 —11	English Grammar and Spelling.	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.
	11 —11·20	Mental Arithmetic.	Mental Arithmetic.	Vocal Music.	Tables.	Tables.	Vocal Music.
	11·20—12	Letter.	Catechism.		Catechism and Sacred Geography.	Bible.	
	P.M.						
	2 — 3½	History and Dictation.	Geography and Spelling.	History and Dictation.	Holiday.	Geography & Spelling.	Holiday.
	3½ — 4½	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4½ — 5	Reading Third Book.	Reading Third Book.	Reading Third Book.		Reading Third Book.	
Sixth Class.	A.M.						
	9 —10	Catechism and Parables.	New Testament.	Catechism and Parables.	New Testament.	Catechism and Sacred Geography.	Collect, &c.
	10 —11	Writing Lessons from Black-board.	Writing in Copy-books.	English Grammar and Spelling.	English Grammar and Spelling.	Writing in Copy-books.	English Grammar and Spelling.
	11 —11·20	Tables.	Tables.	Geography.	Tables.	Tables.	Geography.
	11·20—12	English Grammar and Spelling.	English Grammar and Spelling.		Writing.	English Grammar and Spelling.	
	P.M.						
	2 — 3½	Reading Second Book and Spelling.	Second Book and Writing on Slates.	Second Book and Writing on Slates.	Holiday.	Second Book and Spelling.	Holiday.
	3½ — 4½	Arithmetic and Tables.	Arithmetic and Tables.	Arithmetic.		Arithmetic and Tables.	
	4½ — 5	Watts's Songs or Writing.	Watts's Songs.	Mental Arithmetic.		Watts's Songs.	



Appendix E.

Time given to each Subject in the Middle and Yeoman School.
(*School Hours*, 30.)

2nd Class.		3rd Class.		4th Class.		5th
	H. M.		H. M.		H. M.	
ish Composition	1 0	English Composition	1 0	English Composition	0 40	Bible .
. . . .	2 0	Bible	2 0	Bible	1 20	Catechism,
hism, &c. .	3 0	Catechism, &c. . .	3 0	Catechism, &c. . .	2 40	English Gra
. . . .	2 20	Latin	3 0			

Appendix F.

Time given (per Week) to each Subject in the Training School.

(School Hours, 30.)

1st Class.	H.	M.	2nd Class.	H.	M.	3rd Class.	H.	M.
Liturgy and Articles	4	0	Essay	1	0	Essay	1	0
Holy Scriptures	2	0	Holy Scriptures	2	0	Holy Scriptures	2	0
Latin	2	0	Catechism & Liturgy	3	0	Catechism & Liturgy	3	0
Greek or English Literature	2	0	English Grammar	2	20	English Grammar	3	20
			Writing	3	0	Writing	3	20
Logic	2	0	Dictation	2	0	Dictation	2	0
Mental Arithmetic	1	0	English Composition	2	0	Mental Arithmetic	1	20
Natural Science	1	40	Rapid Arithmetic	0	40	Arithmetic	5	0
Music (Practice)	3	20	Mental Arithmetic	0	40	Music (Theory)	1	0
Music (Theory)	1	0	Arithmetic	1	15	Music (Practice)	4	0
Geography	1	30	Music (Theory)	1	20	Geography	1	30
History	1	30	Music (Practice)	3	0	History	1	30
Mechanics	1	0	Geography	1	30	Reading	1	0
Algebra	2	30	History	1	30			
Geometry	2	30	Euclid	1	15			
Writing	1	0	Algebra	1	15			
Church History	1	0	Mensuration	1	15			
			Church History	1	0			
	30	0		30	0		30	0

Appendix G.

Holy Bible.
M'Leod's Bible Geography.
Pearson on Creed (abridged edition).
Horne's Introduction (abridged ed.)
Kinchin's Catechism.
Oxford Catechism, S. P. C. K.
Greek Testament.
Sallust's Cataline.
Cæsar.
Virgil.
Jacob's Latin Reader.
Xenophon's Anabasis.
Arnold's Latin Exercises.
Arnold's Greek Exercises.
King's College Latin Grammar.
Latham's English Grammar.
History of England, S. P. C. K.
Allison's Europe (abridged edition).
Palmer's Church History.
Berens on Prayer Book.
Sullivan's Geography.
Hamilton's Thorough Bass.
Huyth's Logic.
Moseley's Astrotheology.
Moseley's Astronomy.
Hind's Arithmetic.
Colenso's Algebra.
Snowball's Trigonometry (small ed.)
Nesbitt's Mensuration.
Pott's Euclid.
Tate's Mechanics of Work.

Thirty-nine Articles by Principal (Lecture).
Physics (Lectures), by ditto.

Pieces for Repetition, selected by Principal, dictated and copied into exercise books.

with high pews, the occupants of which, when on their knees, cannot be seen even from the reading-desk. They may be conning their morning's task, or they may be continuing their night's repose; they may be seated, when they should be standing, or they may be indulging in thoughtless conversation, when they ought to be joining in the responses of the congregation. It is not sufficient to answer that this is not often the case, it is impossible to say whether it be so or not. But I do not think that there is any one who knows the value of good habits, and, if possible, their increased value in men who are to be models to children at their most pliable and imitative time of life, who will not say that such circumstances of public prayer are neither seemly nor tolerable for the important Training Institution of the county of York.

I am told that the cost of a chapel containing 300 sittings,—a number which would accommodate the pupils of the two training Institutions, and afford church-room for others who wished to join in the services of the church,—would not exceed 1,100*l.* or 1,200*l.* Such a building might always, under certain limitations, be open to the public; it could hardly be abused to any private or party purpose, and it might, under God's blessing, be the means of forming habits of reverence, decorum, and attentiveness during public worship, in a large body of teachers who will, humanly speaking, be the channels for diffusing good or evil in these respects to each rising generation of the poor of this county.

As the origin and constitution of this Training School have been fully detailed to your Lordships in a Report by the Rev. A. Thurtell, dated April 1848, it will be unnecessary for me to say anything on these points. I will briefly notice the changes which have taken place since the date of that Report.

The Rev. G. C. Hodgkinson (late one of the Secretaries of the National Society) was appointed (July 1848) Principal of the Institution, in the place of the Rev. W. Reid who is now Principal of the Training School at Caermarthen. The staff of officers at York is as follows:—

Vice-principal, Rev. J. Chubb Ford; Assistant-masters, Mr. Whitehead, Mr. Bogue, and Mr. Hardcastle; Music-master, Mr. Young. The domestic arrangements are under the superintendence of a matron, Miss Todd. The servants consist of a cook, three scullery-maids, five house-maids, and four (so-called) pensioners.

The pupils of the Yeoman School have hitherto boarded with the students. Some of them also have occupied beds in vacant dormitories, but both of these arrangements are henceforth to be discontinued.

The payments of the students and pupils are,—

	£.	s.	d.	
In Training School . . .	20	0	0	per ann.
In Middle School (day) . .	4	4	0	,,
In Yeoman School . . .	22	1	0	,,
Extra for washing . . .	1	10	0	,,

I am informed by the Principal that the maintenance of the pupils in the quarter of the year ending Michaelmas, 1848, was somewhat less than 8*d.* per day each; and for the quarter ending December, 1848, it hardly exceeded 7*d.* per day, being 4*s.* 1¾*d.* per week; and that the *total ordinary expenditure*, on account of 45 students and 70 pupils in the Yeoman School, was at the rate of less than 2,900*l.* per annum, or about 25*l.* 4*s.* each.

It would, I think, be difficult to reduce this very moderate expenditure. The financial condition, however, of the Training School is not at present satisfactory, as will be seen by the following extract from an appeal which has been issued, as imperatively necessary, by the two diocesans.

> The premises in Monk Gate, originally purchased as a Training-school for masters, now employed for the training of mistresses, have cost the Board the sum of 3,100*l.* The new Training-school for masters, capable of containing 66 pupils, has been erected at a cost of 11,955*l.* 4*s.*; 6,860*l.* being contributed in equal portions by the two dioceses, and the remainder supplied by a grant of 4,550*l.* from the Committee of the Privy Council, together with 500*l.* from the National Society. Of this amount, however, little more than 700*l.* could be spared for the purchase of furniture and fixtures, a sum manifestly insufficient for the purpose; and in this department the establishment was left in a very incomplete state. The Board of Management was thus compelled to employ a portion of its annual income, already overburdened with charges, in making additions to the stock of furniture. A debt of 600*l.* has consequently been incurred, and there is yet needed the further sum of 2,400*l.* for objects essential to the real efficiency of the institution. The chief articles in this catalogue of desiderata are a practising school, which will cost about 700*l.*, a separate kitchen and offices for the principal's house, the enlargement of the present offices, an additional matron's-room, together with workshops for an industrial department, and some additional drainage, at a charge of about 950*l.* more. The remainder of the 2,400*l.* is required for sundries of furniture and other accommodation, rendered necessary by the enlargement of the building since the original plan was formed.

I am unable to state whether in this calculation is included any estimate for the improved ventilation of those parts of the building which require it, especially of the students' day-room; the hot-water apparatus also for warming the corridors is insufficient, and the pipes leak considerably. In the walls of different rooms large cracks are apparent, which are said to be only in the plaster, but are very unsightly. In other apartments the door-jambs and window-frames appear to have been constructed of unseasoned timber, and to have started from their right position; the washing-room is very inconveniently placed, and insufficient in size, affording accommodation only to six men at a time. The school-room in which the students are instructed is incom-

pletely warmed and badly lighted with gas. On the whole, the impression produced by a careful inspection of the buildings is unfavourable, the arrangements in many respects seem faulty, the work poorly finished, and the accommodation, in different quarters, insufficient.

In the grounds some drainage has been effected since last year, the result of which, at the time of my visit, it was difficult to ascertain, as the weather was unceasingly wet.

Little has been done as yet in the industrial department, in agricultural or horticultural labour by the students, though the soil seems well suited for the latter occupations.

I place in the Appendix a general time-table of the Institution, the time-table of its school-work, and that also of the Middle school. To these latter I have added tables of the time given to each subject of instruction during the whole week, and a list of the books used.

From these tables it appears that above one-seventh of the whole school-time is devoted to the theory and practice of music. This seems a disproportionate share of the time which has to be divided amongst 16 subjects of instruction, few of which are of less importance, and some of which are far more important to the schoolmaster than the knowledge of music.

In concluding this Report, I cannot but mention the kind and ready help which I received, both during the examination and at subsequent visits, from the Principal and other officers of the Institution.

And I must express my belief, viewing the Institution in its present state under, as it seems to me, many and great disadvantages, that, if these be once removed,—if the Institution be, as it never hitherto has been, fairly launched, and fully equipped with all that a good vessel needs for so difficult a course, it will surely win its way to a foremost place amongst like Institutions, and bear abundant benefits to all quarters of the dioceses by which it has been brought into existence.

I have the honor to be, &c.,

FREDERICK WATKINS.

To the Right Honorable the Lords of the Committee of Council on Education.

Appendix A.

Table showing General Result of Examination of York (Male) Training School on 15th of January 1849, and on five following days.

	Religious Knowledge.	Arithmetic.	English Grammar.	English History.	Geography.	Popular Astronomy.	Geometry.	Elements of Mechanics.	Mensuration.	Algebra.	Original Essay on a subject connected with the Art of Teaching.*	Vocal Music.	History, and Etymology of the English Language.	Church History.	General History.	Physical Science.	Higher Branches of Mathematics.	Latin.	Logic.	Catechism and Liturgy.
Excellent	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	..	..	0	0	0
Good	5	6	1	4	2	0	2	1	0	0	0	5	0	1	2	..	..	0	1	1
Fair	3	6	2	11	6	1	4	0	2	1	2	5	0	1	7	..	1	1	6	5
Moderate	12	10	17	7	6	11	7	3	7	11	8	7	4	5	3	..	..	1	4	12
Imperfect	8	5	7	5	13	7	4	8	12	6	15	4	6	13	10	2	..	2	0	10
Failure	0	1	1	1	1	3	4	5	5	5	2	3	10	6	0	5	0	8	0	0
Not attempted	0	..	..	0	0	6	7	11	2	5	1	3	8	1	6	21	26	16	17	0
Total	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
Non-Candidates.																				
Excellent	Not marked.	0	0	0	Not marked.	0	1	..	0	..	Not marked.	..	0	0	0	..	..	..	1	Not marked.
Good		1	1	1		1	0	..	0	..		..	0	0	0	..	..	..	..	
Fair		2	0	1		0	0	..	0	1		1	0	0	1	..	..	..	..	
Moderate		2	2	4		1	1	..	1	1		1	0	0	2	..	..	..	..	
Imperfect		4	6	3		1	2	..	1	3		..	1	2	1	2	2	2	..	
Failure		2	2	0		2	1	..	7	2		7	6	9	0	1	9	..	..	
Not attempted		..	..	2		6	6	..	2	4		2	4	..	7	8	..	9	10	
Total	..	11	11	11	..	11	11	..	11	11	..	11	11	11	11	11	11	11	11	..

* School Management and Notes of a Lesson.

Appendix B.

GENERAL TIME-TABLE.

A.M.

5·30 Rise, wash and dress.
6 Study in the common room.
6·45 Prepare for church.
7 Morning prayer.
8 Breakfast.
8·30 Study in the common room.
9 Attend classes in the school room, or teach in the Middle School. (*Vide* School Time-Table.)
12 Leisure, or industrial occupation in the grounds and garden.

P.M.

12·45 Prepare for dinner.
1 Dinner.
1·30 Leisure.
2 Attend classes in the school-room, or teach in the Middle School.
5 Leisure, or industrial occupation, in the grounds and garden.
6 to 6½ Washing, shoe-cleaning, &c. Gates locked.
6·30 Tea.
7 Study in the common room.
8·20 Prepare for evening prayers.
8·30 Evening prayers.
9 Study in the common room.
9·45 Retire to rest.
10 Put out the lights and lock the doors.

Appendix C.

Table showing Daily Routine of Instruction.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
First Class.	A.M.						
	9 to 10	Lecture on the Articles.	Holy Scripture.	Pearson on the Creed.	Holy Scripture.	Pearson on the Creed.	Collect, Epistle, and Gospel.
	10 —11	Latin.	Greek or English Literature.	Logic.	Latin.	Greek or English Literature.	Logic.
	11 —11·20	Mental Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Mental Arithmetic. }	Natural Science.	Music (Practice).
	11·20—12	Science.	Music (Practice). }		Music (Practice). }		
	P.M.						
	2 — 2·45	Geography.	History.	Geography.	Holiday.	History.	Holiday.
	2·45— 3·15	Mechanics of Engineering.	Music.	Mechanics of Engineering.		Music (Theory).	
	3·15— 4·30	Algebra.	Geometry.	Algebra.		Geometry.	
	4·30— 5	Writing.	Church History.	Writing.		Church History.	
Second Class.	A.M.						
	9 —10	Essay.	Holy Scripture.	Oxford Catechism.	Holy Scripture.	Oxford Catechism.	Collect, Epistle, and Gospel.
	10 —11	English Grammar.	Writing.	English Composition.	Writing.	Writing.	English Composition.
	11 —11·20	Rapid Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Rapid Arithmetic.	Mental Arithmetic. }	Music (Practice).
	11·20—12	Music (Theory).	English Grammar. }		English Grammar.	Music (Theory). }	
	P.M.						
	2 — 2·45	Geography.	History.	Geography.	Holiday.	History.	Holiday.
	2·45— 3·15	Dictation.	Dictation.	Dictation.		Dictation.	
	3·15— 4·30	Euclid.	Algebra.	Mensuration.		Arithmetic.	
	4·30— 5	Church History.	Music (Practice).	Church History.		Music (Practice).	
Third Class.	A.M.						
	9 —10	Essay.	Holy Scripture.	Catechism.	Holy Scripture.	Catechism.	Collect, Epistle, and Gospel.
	10 —11	Writing.	English Grammar.	Music (Practice).	Writing.	English Grammar.	Music (Practice).
	11 —11·20	Mental Arithmetic.	Mental Arithmetic. }	Music (Practice). {	Mental Arithmetic. }	Mental Arithmetic. }	Music (Practice).
	11·20—12	English Grammar.	Writing. }		English Grammar.	Writing. }	
	P.M.						
	2 2·45	History.	Geography.	History.	Holiday.	Geography.	Holiday.
	2·45— 3·15	Dictation.	Dictation.	Dictation.		Dictation.	
	3·15— 4·30	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4·30— 5	Music (Theory).	Reading.	Music (Theory).		Reading.	

APPENDIX D.

YEOMAN AND MIDDLE SCHOOL.

TABLE showing DAILY ROUTINE of INSTRUCTION.

		MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
FIRST CLASS.	A.M. 9 to 10	English Composition.	Bible and Sacred Geography. English Grammar.	Catechism and Sacred Geography. Latin.	Bible.	Catechism and Sacred Geography. Latin.	Collect, &c., explained. English Grammar.
	10 —11	Latin.	Tables. }	Music (Theory and Practice). {	Jacob's Latin Reader.	Mental Arithmetic. }	Vocal Music.
	11 —11·20	Mental Arithmetic.	Writing. }		Tables.	Writing. }	
	11·20—12	Writing.			Writing.		
	P.M. 2 —3½	English History and Dictation.	Geography and Spelling.	English History and Dictation. }		Geography & Spelling. }	
	3½ —4½	Arithmetic or Algebra.	Arithmetic or Mensuration.	Arithmetic or Algebra. }	Holiday.	Arithmetic or Mensuration. }	Holiday.
	4½ —5	Latin Grammar.	Grecian or Roman History.	Reading Fourth Book. }		Grecian or Roman History. }	
SECOND CLASS.	A.M. 9 —10	English Composition.	Catechism and Sacred Geography.	Bible.	Catechism and Sacred Geography.	Bible.	Collect, &c., explained.
	10 —11	Writing.	Writing, Ornamental.	Latin.	Writing.	Ornamental Writing.	English Grammar.
	11 —11·20	Mental Arithmetic.	Tables. }	Vocal Music. {	Mental Arithmetic.	Tables. }	Vocal Music.
	11·20—12	Latin.	Latin. }		English Grammar.	Latin Grammar. }	
	P.M. 2 —3½	Geography and Spelling.	History and Dictation.	Geography & Spelling. }		Writing and Dictation. }	
	3½ —4½	Arithmetic.	Arithmetic.	Arithmetic. }	Holiday. {	Arithmetic. }	Holiday.
	4½ —5	Reading Fourth Book.	Latin Grammar.	Reading Fourth Book. }		Reading Fourth Book. }	
THIRD CLASS.	A.M. 9 —10	English Composition.	Bible.	Catechism and Sacred Geography.	Bible.	Catechism and Sacred Geography.	Collect, &c., explained.
	10 —11	Latin.	English Grammar.	Latin.	English Grammar.	Latin.	English Grammar.
	11 —11·20	Tables.	Mental Arithmetic. }	Vocal Music. {	Mental Arithmetic.	Tables. }	Vocal Music.
	11·20—12	Writing.	Writing. }		Writing.	Writing. }	
	P.M. 2 —3½	History and Dictation.	Geography and Spelling.	History and Dictaton. }		Geography. }	
	3½ —4½	Arithmetic.	Arithmetic.	Arithmetic. }	Holiday. {	Arithmetic. }	Holiday.
	4½ —5	Reading Third Book.	Latin Grammar.	Reading Third Book. }		Latin Grammar. }	

Yeoman and Middle School.

Table showing Daily Routine of Instruction—*continued*.

		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Fourth Class.	A.M. 9 to 10	Writing.	Writing.	Catechism and Sacred Geography.	Writing.	Writing.	Collect, &c., explained.
	10 —11	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.
	11 —11·20	Tables.	Mental Arithmetic.	Vocal Music.	Mental Arithmetic.	Tables.	Vocal Music.
	11·20—12	English Composition.	Bible.		Bible.	Catechism and Sacred Geography.	
	P.M. 2 — 3½	Geography and Spelling.	History and Dictation.	Geography & Spelling.	Holiday.	History and Dictation.	Holiday.
	3½ — 4½	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4½ — 5	Reading Third Book.	Reading Third Book.	Reading Third Book.		Reading Third Book.	
Fifth Class.	A.M. 9 —10	Writing.	Writing.	Bible.	Writing.	Writing.	Collect, Epistle, &c.
	10 —11	English Grammar and Spelling.	English Grammar.	English Grammar.	English Grammar.	English Grammar.	English Grammar.
	11 —11·20	Mental Arithmetic.	Mental Arithmetic.	Vocal Music.	Tables.	Tables.	Vocal Music.
	11·20—12	Letter.	Catechism.		Catechism and Sacred Geography.	Bible.	
	P.M. 2 — 3½	History and Dictation.	Geography and Spelling.	History and Dictation.	Holiday.	Geography & Spelling.	Holiday.
	3½ — 4½	Arithmetic.	Arithmetic.	Arithmetic.		Arithmetic.	
	4½ — 5	Reading Third Book.	Reading Third Book.	Reading Third Book.		Reading Third Book.	
Sixth Class.	A.M. 9 —10	Catechism and Parables.	New Testament.	Catechism and Parables.	New Testament.	Catechism and Sacred Geography.	Collect, &c.
	10 —11	Writing Lessons from Black-board.	Writing in Copy-books.	English Grammar and Spelling.	English Grammar and Spelling.	Writing in Copy-books.	English Grammar and Spelling.
	11 —11·20	Tables.	Tables.	Geography.	Tables.	Tables.	Geography.
	11·20—12	English Grammar and Spelling.	English Grammar and Spelling.		Writing.	English Grammar and Spelling.	
	P.M. 2 — 3½	Reading Second Book and Spelling.	Second Book and Writing on Slates.	Second Book and Writing on Slates.	Holiday.	Second Book and Spelling.	Holiday.
	3½ — 4½	Arithmetic and Tables.	Arithmetic and Tables.	Arithmetic.		Arithmetic and Tables.	
	4½ — 5	Watts's Songs or Writing.	Watts's Songs.	Mental Arithmetic.		Watts's Songs.	

Appendix E.

Time given to each Subject in the Middle and Yeoman School.

(*School Hours*, 30.)

1st Class.	H. M.	2nd Class.	H. M.	3rd Class.	H. M.	4th Class.	H. M.	5th Class.	H. M.	6th Class.	H. M.
English Composition	1 0	English Composition	1 0	English Composition	1 0	English Composition	0 40	Bible	1 40	Testament	2 0
Bible	2 0	Bible	2 0	Bible	2 0	Bible	1 20	Catechism, &c.	2 20	Catechism, &c.	4 0
Catechism, &c.	3 0	Catechism, &c.	3 0	Catechism, &c.	3 0	Catechism, &c.	2 40	English Grammar	6 0	English Grammar	5 0
Latin	4 0	Latin	2 20	Latin	3 0	English Grammar	6 0	Writing	4 0	Writing	3 40
English Grammar	2 0	English Grammar	1 40	English Grammar	3 0	Writing	4 0	History and Dictation	2 30	Arithmetic	5 0
Latin Grammar	0 30	Latin Grammar	1 10	Latin Grammar	1 0	History and Dictation	2 30	Arithmetic	5 0	Mental Arithmetic	1 50
Writing	2 40	Writing	4 0	Writing	2 40	Arithmetic	5 0	Mental Arithmetic	1 20	Reading, &c.	5 0
English History, &c.	2 30	Dictation	1 15	History and Dictation	2 30	Mental Arithmetic	1 20	Reading	2 0	Geography	2 0
Arithmetic, Algebra, &c.	5 0	History and Dictation	1 15	Arithmetic	5 0	Reading	2 0	Geography, &c.	2 30	Watts' Songs	1 30
Mental Arithmetic	1 20	Arithmetic	5 0	Mental Arithmetic	1 20	Music, Vocal	2 0	Music, Vocal	2 0		
Greek and Roman History	1 0	Mental Arithmetic	1 20	Geography	2 30	Geography	2 30	Letter	0 40		
Music	1 0	Geography	2 30	Reading	1 0						
Music, Vocal	1 0	Reading	1 30	Music, Vocal	2 0						
Geography	2 30	Music, Vocal	2 0								
Reading	0 30										
	30 0		30 0		30 0		30 0		30 0		30 0

Appendix F.

Time given (per Week) to each Subject in the Training School.

(*School Hours*, 30.)

1st Class.	H.	M.	2nd Class.	H.	M.	3rd Class.	H.	M.
Liturgy and Articles	4	0	Essay	1	0	Essay	1	0
Holy Scriptures	2	0	Holy Scriptures	2	0	Holy Scriptures	2	0
Latin	2	0	Catechism & Liturgy	3	0	Catechism & Liturgy	3	0
Greek or English Literature	2	0	English Grammar	2	20	English Grammar	3	20
			Writing	3	0	Writing	3	20
Logic	2	0	Dictation	2	0	Dictation	2	0
Mental Arithmetic	1	0	English Composition	2	0	Mental Arithmetic	1	20
Natural Science	1	40	Rapid Arithmetic	0	40	Arithmetic	5	0
Music (Practice)	3	20	Mental Arithmetic	0	40	Music (Theory)	1	0
Music (Theory)	1	0	Arithmetic	1	15	Music (Practice)	4	0
Geography	1	30	Music (Theory)	1	20	Geography	1	30
History	1	30	Music (Practice)	3	0	History	1	30
Mechanics	1	0	Geography	1	30	Reading	1	0
Algebra	2	30	History	1	30			
Geometry	2	30	Euclid	1	15			
Writing	1	0	Algebra	1	15			
Church History	1	0	Mensuration	1	15			
			Church History	1	0			
	30	0		30	0		30	0

Appendix G.

Holy Bible.
M'Leod's Bible Geography.
Pearson on Creed (abridged edition).
Horne's Introduction (abridged ed.)
Sinclair's Catechism.
Oxford Catechism, S. P. C. K.
Greek Testament.
Sallust's Cataline.
Cæsar.
Virgil.
Jacob's Latin Reader.
Xenophon's Anabasis.
Arnold's Latin Exercises.
Arnold's Greek Exercises.
King's College Latin Grammar.
Latham's English Grammar.
History of England, S. P. C. K.
Allison's Europe (abridged edition).
Palmer's Church History.
Berens on Prayer Book.

Sullivan's Geography.
Hamilton's Thorough Bass.
Huyth's Logic.
Moseley's Astrotheology.
Moseley's Astronomy.
Hind's Arithmetic.
Colenso's Algebra.
Snowball's Trigonometry (small ed.)
Nesbitt's Mensuration.
Pott's Euclid.
Tate's Mechanics of Work.

Thirty-nine Articles by Principal (Lecture).
Physics (Lectures), by ditto.

Pieces for Repetition, selected by Principal, dictated and copied into exercise books.

Report on the York and Ripon Training Institution for Females. By Her Majesty's Inspector of Schools, the Rev. H. W. Bellairs.

My Lords, *January*, 1849.

In obedience to your Lordships' instructions, I inspected the above institution on January 15, 1849, and following days.

This institution was established in August, 1846, by certain members of the Church of England, lay and cleric, under the especial patronage of his Grace the late Archbishop of York and the Lord Bishop of Ripon.

The present premises, situate in Monkgate, were originally purchased for a training school for masters at a cost of 3,100*l.*, but on the erection of new buildings were devoted to the use of mistresses. The buildings consist of kitchen and offices, two school-rooms, waiting-room, boarders' sitting-room, and twenty bed-rooms. The house throughout is lighted with gas; the warming and ventilation appear to be good.

In addition to the above there is a separate building contiguous to the main edifice, originally a cottage, at present unused, but capable of conversion into a small practising school, with class-rooms. Its dimensions are $19\frac{1}{2} \times 15 \times 10\frac{1}{2}$.

The number of students during the first quarter was three,—

In the 2nd quarter	10
In the 3rd quarter	11
In the 4th quarter	10
In the 5th quarter	9
In the 6th quarter	9
In the 7th quarter	24
In the 8th quarter	33
In the 9th quarter	31
In the 10th quarter	29
In the 11th quarter	28

The increase in the seventh quarter was caused by the endowment of 20 exhibitions; ten of them at 18*l.* per annum each, and ten at 10*l.* per annum each, for students of the dioceses of York and Ripon in equal numbers, selected after examination.

The exhibitioners are required to read and write fairly, to write from dictation tolerably; to work sums accurately in the four first rules in arithmetic, simple and compound, and to possess a fair knowledge of the Holy Scriptures and of the Church Catechism.

This standard, I believe, has not been very rigidly insisted upon, from the great difficulty of obtaining students so qualified.

The superintendent states that the attainments of the students generally admitted are very low, that their previous education has very frequently been almost entirely neglected, and that a great portion of time is consumed in instructing them in those elementary branches of learning which belong more properly to a national school than to a training institution.

On this ground it would seem desirable, that the managers should carefully consider whether the standard at present practically adopted in the appointment of exhibitioners, and admission of students be sufficiently high for the purposes contemplated in this institution, as it would seem preferable that a failure should rather be in the want of a full complement of students than in a deficiency of proper instruction to those under training.

The social positions of the students appear to be very varied. I was unable to ascertain those of all, but the following will account for 41 of those who have been admitted:—

7 Farmers.	1 Retired tradesman.
1 Land-surveyor.	1 Shoemaker.
1 Book-keeper.	3 Joiners.
1 Horse-dealer.	1 Baker.
1 Millwright.	1 Schoolmaster.
1 Watchmaker.	1 Collier.
1 Woodman.	2 Butchers.
1 Attorney.	1 Servant.
1 Stonemason.	2 Clothiers.
1 Cattle-dealer.	2 Tailors.
1 Labourer.	2 Coopers.
1 Miller.	1 Clergyman.
1 Inn-keeper.	1 Draper.
2 Grocers.	1 Tide waiter.

From this it will be seen that the students are, for the most part, derived from the middle class of society. Their low attainments will go far to corroborate the general impression of the unfavourable state of education in that class of society from which they are taken, and will show the importance of establishing efficient middle schools,—a subject to which the managers of this institution have turned their attention. The moral conduct of the students is said to be good. No gross crime in this respect has occurred since the opening of the institution. This of course may, in some measure, be accounted for, from the fact that all come with certificates of good conduct from the clergymen of the parishes to which they severally belong. Prudential motives also may be supposed to operate strongly in a case where offences can scarcely escape detection, and where discovery is attended with the destruction of all hopes of future success in their profession.

Much, however, is due to the careful and judicious superintendency of Miss Cruse.

The number admitted since the opening of the institution is 62: of these, 34 have left, 25 of whom are now in situations. The other nine were dismissed unqualified. There are now in residence 29, of whom one has been there for more than 12 months, 24 above six months; four recently admitted; of those who have been trained and are now in situations, one was in the institution for 12 months; five above six months; nine above

three months; the others for less than three months, of whom six were there merely for a week during the harvest holidays.

Of the 25 in situations, the schools of three, are under Government inspection, viz., Cleckheaton, Yorkshire; Houghton-le-Spring, Durham; Minchinhampton, Gloucestershire: of these, three have apprentice pupil-teachers.

The inference from this would be, to some extent at least, that the mistresses trained at the institution are not qualified to carry on their schools at the standard fixed upon by their Lordships.

The probability, I imagine, is, that the majority are in small village-schools, where high attainments in the teachers are not considered requisite.

The payments of each student are 18*l.* per annum, which include all expenses except washing.

The employment of each day will be seen from the following time-table:—

PRIVATE RULES.

Rise at six. When the bell rings, take the clothes from the beds, and turn the mattresses; assemble in the day-room at ¼ to 7, when the names are called over, and no excuse for absence is allowed but in case of sickness. Go to church at 10 minutes to 7. After service, two pupils in turn prepare the breakfast, the rest may clean their shoes, or tidy their own rooms. Breakfast at 8. After breakfast, make beds. All but the gallery monitors must be in the school-room by 9.

Study from 9 to 12.
12 to ¼ past, practice singing.
Dining-room monitors may go into the kitchen at 20 minutes to 1 to assist in preparing dinner.
Dinner at 1.
¼ past 1 till 2, recreation.
Study from 2 till 5.
Tea at 5.
Study from 7 till 8. Supper.
Prayers at ¼ past 8.
¼ past 9, retire to rest.
¼ to 10, lights extinguished.

Each pupil is required to make her own bed and keep her room in the neatest order. Combs, brushes, shoes, &c. to be kept in bags. Basins and ewers, &c. to be always clean. Sweeping days are Tuesdays, Thursdays, and Saturdays, when the gallery monitors will sweep every room, stairs, &c., and shake the carpets, and see everything in proper order.

If any pupil neglect to observe the rules, it is the duty of the gallery monitors to report her to the Superintendent.

No shawls, handkerchiefs, or bonnets are to be hung on the pegs in the gallery, but umbrellas and cloaks may be placed there. Every pupil must send her clothes to be washed every week. The gallery monitors must keep the passage at the bottom of the stairs in order, and never allow dirty shoes to be worn up stairs. The school-room monitor must keep the passage between the two rooms in order.

No pupil is to go out without leave, nor write letters without permission. The envelopes of all letters are to be signed by the superintendent or Miss C. Cruse.

Sunday.—Cold meat, rice-pudding.
Monday.—Broth and pudding.
Tuesday.—Roast beef and Yorkshire pudding.
Wednesday.—Roast mutton.
Thursday.—Roast beef or hash.
Friday.—Cold meat and potatoes.
Saturday.—Boiled beef and suet-puddings.

For breakfast, tea and bread and butter. The same for tea.
Bread for supper, and for those who wish to take food before going to church in the morning.

With reference to the attainments of the students, I quote the expressions of those of Her Majesty's Inspectors who have examined and reported upon the papers on the following subjects:—

Geography.—With the exception of M. Ewebank, the papers on *geography* are mere school-girl exercises. There are few original methods of putting the subject, and the details are scanty and thin. No maps have been drawn. The subject seems to be taught too much by rote without sufficient comprehensiveness. Only one of the papers is absurd, though many are imperfect, and few good.

The Arithmetic is taught on old systems, and the principles do not appear to be explained, as none of the candidates have succeeded in developing them. The higher branches, too, are neglected, only three candidates having attempted the fourth section, and one of these has made a complete failure. Many of the candidates are exceedingly imperfect indeed, and one (A. Tyas) has failed dreadfully, having been a year in the school. This may be from nervousness.

(Signed) M. Mitchell.

Scripture History.—In returning to you the papers of the 22 candidates from this institution upon Scripture History, I beg to state, (according to your request,) the general impression which I have formed of them. I am not able to record a very favourable opinion, as the great majority of the candidates have shown but little information upon the subject given to them in the paper. The selection of the easiest questions has been, in most instances, made, and they have been most sparingly answered. I have only been able to mark one paper "good," and one "fair," whilst the great number are either very "moderate" or imperfect.

(Signed) E. Douglas Tinling.

English History.—The papers, on the whole, are very creditable; some of them show considerable knowledge for young women, and some skill in composition. In several cases the spelling is inaccurate.

(Signed) Frederick Watkins.

Natural History.—These papers are generally fair, showing not much technical knowledge, but some observations in the writers. All but one seem not to be unmindful nor ignorant of the wild flowers of their country.

(Signed) Frederick Watkins.

Church History.—Is very defective. Composition bad.

It is probable that, generally speaking, the instruction of these pupils has been much neglected before they were admitted to the training school, that their time subsequently has been principally occupied in masteriug the rudiments of learning, and that they have not been able to digest the Church History in which from books (or orally) they have received instruction.

(Signed) H. W. Bellairs.

English Language.—These papers are exceedingly meagre; and exhibit, generally speaking, only such an acquaintance with the subject as would be

obtained from a very brief and popular compendium. For the sake of marking some slight difference in the quality of the papers, I am obliged to use the words "moderate" and "imperfect," but the latter term would be more strictly applicable to almost all of them. The spelling is generally correct; the penmanship of one-half the candidates decidedly neat, and of the other half indifferent.

(Signed) W. H. Brookfield.

English Grammar.—The spelling and penmanship of these papers are creditable; and so is the practical application of grammar rules as exhibited in the construction of the answers. But the amount of acquaintance with the technical rules themselves seems very scanty.

(Signed) W. H. Brookfield.

Vocal Music.—To estimate the real value of the marks, it should be observed that the examination-paper consists of questions involving a knowledge, not only of musical notation, time, scales, &c., but also some knowledge of harmony; the capacity of reading and writing figured bass, and the primary elements of counterpoint. To obtain the denomination of "*excellent*," therefore, would require a considerable amount of scientific knowledge. To obtain the mark "*good*," would require at least the knowledge of the figured bass notation, while the other terms would indicate different degrees of acquaintance with the *grammar* of music, down to the very slenderest amount possible.

* * * *

"Out of ten papers returned from York and Ripon [female training school] three are *imperfect* and seven *failures*.

* * * *

The papers from Salisbury and York [female], *especially the latter*, exhibit a very decided deficiency on the whole subject of music, so much as to warrant the supposition that it can hardly have been made as yet in any way a subject of instruction *at all*, at least to those candidates who undertook to work the papers.

* * * *

It may be proper, in fine, to remark, that the capacity of answering questions correctly on the science of music is by no means a measure of the capacity which the candidates may possess of applying it *practically* to the real purposes of education. Although the scientific study of music must greatly increase the power any one may possess of making music profitable for educational purposes; yet it is only just to many excellent masters and mistresses, who may not be prepared to exhibit any knowledge of its technology, to say that they can and do often possess very considerable power of infusing the spirit of harmony into the youthful mind, and drawing important benefits from it, which the most perfect technical knowledge alone would never be able to secure.

(Signed) J. D. Morell.

Geography and Arithmetic.—I have the honour to forward the examination-papers of the mistresses of the normal schools at York and Ripon, Salisbury, Whitelands, and Warrington; and subjoined an opinion on the merits of the candidates in each establishment. The teaching at Whitelands seem to be far superior to either of the other establishments, and that of Warrington, especially in arithmetic, to be very inferior.

* * * *

There are fewer examples of absurd answers to these papers than to others I have looked over, which shows that training, if it does not teach positively anything very good, at least teaches negatively, restraining from nonsense.

(Signed) M. Mitchell.

School Management.—Of these papers those written at *York and Ripon* are a total failure.

(Signed) F. C. Cook.

Biographical Memoirs.—The spelling is imperfect and the composition very defective in many of these papers. The candidates have had some instruction in this subject; many have read Isaac Walton's Lives, and know something of Hannah More.

(Signed) F. C. Cook.

Domestic Economy.—The papers from York and Ripon are generally imperfect. There is no evidence that any care has been taken to instruct the pupils in the details or general principles of domestic economy. The few papers which deserve a higher mark than moderate appear to be the productions of persons who have used their common sense and faculties of observation out of the establishment.

(Signed) F. C. Cook.

Notes of Lesson.—These papers show that the teachers have taken pains with this subject. The arrangement is methodical in many of the papers, but the facts are not sufficiently brought out. Some papers are very diffuse, and many evasive.

The examination of these papers in general has much strengthened my conviction, that far more pains should be taken in our training institutions to explain the principles, and teach the art of methodical instruction. I have no doubt that the Inspectors, to whom these papers will probably be returned, will have occasion to remark this manifest deficiency in their Report.

(Signed) F. C. Cook.

Character of Papers of Candidates examined for Certificates of Merit at York (Female) Training School on the 15th January, and five following days, 1849.	Religious Knowledge.	Arithmetic.	English Grammar.	English History.	Geography.	Natural History.	Composition of the Notes of a Lesson.	Domestic Economy.	Original Essay on a subject connected with the Art of Teaching.	Vocal Music.	History and Etymology of the English Language.	Biographical Memoirs.	[illegible]
Excellent . .	..	..	..	..	1	..	..	..	..	..	..	..	
Good . . .	1	1	..	4	..	2	1	1	..	..	..	..	
Fair . . .	1	3	3	9	1	11	6	1	..	..	..	..	
Moderate . .	8	4	7	7	10	8	12	15	..	..	..	..	
Imperfect . .	10	7	8	1	9	1	3	5	..	..	..	..	
Failure . .	2	7	4	..	1	..	..	..	..	..	..	..	
Not attempted.	..	..	..	1	..	..	..	..	..	..	..	..	
Total .	22	22	22	22	22	22	22	22	..	..	..	..	

The moral training appears to be [illegible] this respect very great credit is due [illegible]

I have [illegible] candidates [illegible] rately, as [illegible] ear, and [illegible] ow-

To the Right Honorable the Lords of the Committee of Council on Education.

Report by Her Majesty's Inspector of Schools, the Rev. HENRY MOSELEY, M.A., F.R.S., *on the Chester Diocesan Training School, for the training of Schoolmasters. Visited in October* 1848.

MY LORDS,

IN presenting to your Lordships my fourth Report on this Institution, I am glad to be able to say that the buildings, which were in progress when I first visited it, may now be considered to be completed. The chapel, in the erection of which the students have themselves laboured, and which is a very appropriate and beautiful structure, is now in daily use. I know of no other means by which the friends of the Institution could more effectually have promoted its interests than by their munificent contributions to this building.

The number of students resident at the time of my inspection (October, 1848) was 32. Their ages varied from 17 to 29; the average age being 23 years. Besides these students seven schoolmasters, educated here, attended my examination as candidates for certificates.

The following table contains a statement of the number of certificates granted:—

	First Class.			Second Class.			Third Class.		
	Divisions.			Divisions.			Divisions.		
	1	2	3	1	2	3	1	2	3
Students	0	0	0	0	1	3	2	3	2
Masters	0	0	0	0	0	0	0	0	0

I have to bear the same testimony as heretofore to the excellent discipline of the Institution; to the great order which pervades it; and to the judicious arrangements made in respect to the industrial training of the students. The industry, cheerfulness and activity, with which these labours are pursued in the intervals of study, is most pleasing to contemplate. I know no other training school which, in respect to these things, appears to me superior to this; and I attach to them, in a moral point of view, the first importance. Nor do I know any other in which the buildings appear to me better adapted to the use of a training school, or in which those minor arrangements on which the domestic comfort of the inmates, and the good order of the household depend, are more carefully observed.

As the result of this care to provide for the good discipline

and material welfare of the Institution, I find here a body of men remarkable for their orderly conduct; and, as compared with the same class of persons elsewhere, for their healthful appearance. The greater number of them seem indeed to be men capable of great physical exertion, and enured to labour.

The idea of uniting with qualities like these, sound attainments in knowledge, skill in teaching, and the exercise of a well-trained and vigorous understanding, is the *idea* of this Institution. I wish I could record the impression that this idea was as fully realized on the one side as on the other.

The following table contains a statement of the number of students, and the number per cent., to whose papers different degrees of merit were assigned, on a careful examination, by my colleagues and myself. It may be compared with similar tables given in this volume, in respect to other training schools.

Chester, Nov., 21, 1848.	Number of Candidates for Certificates, whose Exercises were classed severally as follows.							Number per Cent. of the Candidates for Certificates, whose Exercises were classed severally as follows.						
Subjects of Examination.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.
Religious Knowledge	..	4	14	16	4	1	..	..	10·2	35·9	41·0	10·2	2.5	..
Reading	1	5	16	13	2	..	2	2·5	12·8	41·0	33·3	5·1	..	5·1
Spelling	..	9	4	6	20	..	..	..	23·1	10·2	15·4	51·3	..	..
Penmanship	..	12	15	6	6	..	..	..	30·7	38·4	15·4	15·4	..	..
Arithmetic	3	5	16	9	2	4	..	7·7	12·8	41·0	23·1	5·1	10·2	..
English Grammar	..	..	5	13	14	7	..	..	..	12·8	33·3	35·9	18·0	..
English History	..	4	18	12	5	..	..	..	10·2	46·1	30·7	12·8	..	..
Geography	..	1	2	12	11	12	1	..	2·5	5·1	30·7	28·2	30·7	2·5
Popular Astronomy	..	2	7	9	10	11	..	..	5·1	18·0	23·1	25·6	28·2	..
Book-keeping	..	3	6	16	10	2	2	..	7·7	15·4	41·0	25·6	5·1	..
Geometry	..	5	6	6	6	9	7	..	12·8	15·4	15·4	15·4	23·1	18·0
Mechanics	..	1	12	6	9	7	4	..	2·6	30·7	15·4	23·1	18·0	10·2
Mensuration	..	4	4	12	15	2	2	..	10·2	10·2	30·7	38·4	5·1	5·1
Algebra	..	5	13	7	10	3	1	..	12·8	33·3	18·0	25·6	7·7	2·5
Notes of a Lesson, &c.	..	..	23	12	4	..	..	..	..	59·0	30·7	10·2	..	..
Music	..	3	13	10	8	1	4	..	7·7	33·3	25·6	20·5	2·5	10·2
Agricultural Chemistry	..	1	6	14	14	3	1	..	2·5	15·4	35·9	35·9	7·7	2·5
Optics	..	1	2	14	11	9	2	..	2·5	5·1	35·9	28·2	23·1	5·1
Church History and Liturgy	..	1	5	10	8	14	1	..	2·5	12·8	25·6	20·5	35·9	2·5
Trigonometry	..	3	..	3	3	..	30	..	7·7	..	7·7	7·7	..	77·7

It appears from this table that more than half the candidates for certificates spell imperfectly and compose inaccurately, as many are but imperfectly instructed in English grammar, and more than that proportion have but a very insufficient knowledge of geography.

In Scriptural knowledge, in English history, and in arithmetic, they have done well; and the notes they have written of a lesson such as they would give in an elementary school, show that a good deal of attention has been given to their systematic instruction in this subject.

I cannot, however, express a favourable opinion of the lessons I heard them deliver in the model school.

In recording these facts, I cannot but advert to the smallness of the staff of the officers of the Institution as compared with others, where the course of instruction is more successful. Experience has, I think, shown that the function of a training school is one of no common difficulty, that great teaching power must be brought to bear on it to secure even an ordinary measure of success; and that the different departments of knowledge taught in it, ought to be assigned to different teachers, each devoted specially to the study of a distinct class of subjects. It is necessary to have examined different training schools to know to what an extent the attainments of the students of these Institutions are dependent upon the knowledge, skill, and labour bestowed upon their instruction.

I am aware that the funds of Diocesan training schools do not generally, or, perhaps, in any case, admit of the appointment of such a staff of officers as shall render that division of labour in teaching practicable, on the importance of which I have insisted; and as a larger proportion of the pupil teachers whose apprenticeships are about to expire will be trained in these Institutions, I have thought it worthy of consideration, whether by contributions made directly for that object from the funds at your lordships' disposal, the interests of education would not be very effectually promoted.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

Report on the Durham Diocesan Training School, by Her Majesty's Inspector of Schools, the Rev. J. J. Blandford,

My Lords, *April*, 1

In accordance with instructions received from your Secreta I visited the Durham Diocesan Training School, on the 1 of January 1849, for the purpose of examining the stude and the masters who had been trained therein, for their cer ficates of merit.

Before reporting to your Lordships the result of this exam nation, it will be expedient to give a brief account of the institu tion itself, which was established in 1841, but has only bee placed upon its present basis since 1847.

The building, which is of stone, in the Elizabethan style, i well situated on elevated ground overlooking the river Wear on the outskirts of the town, and contains comfortable accom- modation for twenty students. The premises, including a garden which is cultivated by the pupils, occupy an acre of ground; in addition to which there is a field, conveniently situated, that can be rendered available for industrial purposes, if thought desirable. The field slopes towards the south down to the river, and forms the southern boundary of the area on which the building stands.

On the ground-floor there is a large and lofty school-room, 41¾ feet by 18½ feet; a dining-hall, and another room which is used exclusively for morning and evening prayer; there is also a committee-room, and apartments for the vice-principal (the principal does not reside in the institution); and at the end of the ground-floor are the kitchens. The upper storey contains lodging rooms for the vice-principal, the students, and the servants.

The number of students now in residence is seventeen.

The establishment consists of three female servants; the students taking it in turns to assist in various household duties connected with the institution.

The building appeared to be insufficiently warmed, and in one place it is not free from damp. A stove in the passage on the ground-floor would be an improvement, as the hot air from it would not only ascend by the staircase to the rooms in the upper part of the building, but also by means of the gratings or ventilators in the passage along the upper storey. Everything was clean and neat; and the dietary wholesome, and on a liberal scale.

The object of the institution is to train schoolmasters for the counties of Durham and Northumberland. It is governed by a committee which consists of the Bishop of Durham, the Dean and Chapter, the Archdeacons of Durham, Northumberland,

and Lindisfarne, and two deputies, one of whom at least shall be a layman, appointed by the subscribers in each of the following deaneries, viz., Stockton, Darlington, Easington, Chester, Newcastle-upon-Tyne, Morpeth, Corbridge (including Hexhamshire); and in the Archdeaconry of Lindisfarne. The management of the training school is vested in a sub-committee of not less than five, nor more than eleven named by the committee.

Present Sub-Committee of Management.

The Dean of Durham; the Archdeacon of Durham; Rev. Professor Jenkyns; W. L. Wharton, Esq.; Anthony Wilkinson, Esq.; Rev. James Raine; J. F. Elliot, Esq.; Secretary—Rev. J. D. Eade.

Officers of the Institution.

Chairman of Sub-Committee of Management—The Dean of Durham; Principal—Rev. J. Cundill, M. A.; Vice-Principal—Rev. T. P. Sproule; Treasurer—J. F. Elliot, Esq.; Secretary—R. J. D. Eade; Mathematical Master—Mr. Finley; Master of Model School—Mr. George Goundry; Singing-master—Mr. Freemantle.

Candidates being of the age of sixteen years and upwards, and members and communicants of the Church of England, are admitted at Michaelmas, Whitsuntide, and Christmas, on the production of certificates of character, signed by the clergyman of their respective parishes, of baptism, and of health, after passing the admission examination. This examination embraces reading, writing, spelling, grammar, scripture history, general religious knowledge, the catechism, and arithmetic as far as simple proportion.

The payment required from the pupils is at the rate of 14*l.* per annum, payable in advance at the commencement of each term. This includes board, lodging, the use of books, stationery, and washing. Certain repayments are made to those who, having resided a year with good conduct, pass the annual examination with credit.

Instruction is given in the following subjects:—

I. Divinity, including Scripture History, Evidences, Exposition of Scripture, the Church Catechism, Liturgy, the Thirty-nine Articles, Ecclesiastical History, Ancient and Modern History.

II. Geography, and use of the Globes.

III. Grammar, and English Composition.

IV. Mathematics, including Arithmetic and Book-keeping, Mensuration, Algebra, Euclid, Trigonometry, Mechanics, and Popular Astronomy.

V. Vocal Music.

VI. Agricultural Chemistry.

The pupils also attend the model school at stated times during the week. On Sundays they attend in rotation the services at the Cathedral. Those not at the Cathedral are engaged at the Sunday-school connected with the model school, and accompany the children to church.

General Time Table.

6 o'clock.	Rise.
6 to 7·15	Dress, and attend to household matters.
7·15	Prayers.
7·30	Breakfast.
1	Dinner, except on Tuesdays and Thursday, on which days dinner is at 12·30.
5	Tea.
9·30	Supper.
9·45	Prayers.
10	Bed.

From October 1st, to April 1st, morning prayers are one quarter of an hour later, and the hour for rising half an hour later.

TIME TABLE.

SUNDAY.—Attend the Sunday-school morning and afternoon in rotation. All attend divine service morning and afternoon; those not in the Sunday-school at the church; those in the Sunday-school attend at the St. Nicholas' with the scholars. Prepare divinity for Monday. Hours of study, 2.

MONDAY.—8½ to 12, Model School; 12 to 1, General History (by the Vice-Principal); 2 to 3, the Articles (by the Principal); 4 to 5, 6 to 7, prepare Mathematics for Tuesday; 7 to 9, Music. Hours of study, 9½.

TUESDAY.—8½ to 11, prepare Divinity and History for Wednesday; 11 to 12, Geography; 1 to 4, Model School; 7 to 9, Mathematics. Hours of study, 8½.

WEDNESDAY.—8½ to 12, Model School; 12 to 1, Paley's Evidences, and Barnes' Exposition of Scripture; 2 to 3, English History; 6½ to 9, prepare Grammar and Mathematics for Thursday. Hours of study, 8½.

THURSDAY.—Prepare Divinity for Friday; 11 to 12, English Grammar, Recitation of English verse, and Etymology; 1 to 4, Model School; 7 to 9, Mathematics. Hours of study, 8½.

FRIDAY.—8½ to 12, prepare Geography, Divinity, and Mathematics for Saturday; 12 to 1, Ecclesiastical History; 2 to 3, Beren's History of Prayer Book, or Liturgy and Catechism; 7 to 9, Music. Hours of study, 7½.

SATURDAY.—9 to 11, Mathematics; 11 to 12, Geography and Writing from Dictation; 12 to 1, Scripture History. Evening.—Prepare History for Monday, and Geography for Tuesday. Hours of study, 7½.

Summary of the foregoing Table.

	Lectures.	Preparation.
Divinity	5 hours	6½ hours.
History, Geography, Grammar	5 ,,	6 ,,
Mathematics	6 ,,	6 ,,
Total Lectures	16 hours.	
Preparation	19 ,,	
Model School	13 ,,	
Music	4 ,,	
Add for portion of year, lectures on Agricultural Chemistry	6 ,,	

Total number of hours occupied during the week. 58.

The foregoing details have been extracted from a report of the institution, and from other documents with which I was furnished by the Principal.

Result of the Examination.—The subjects of the examination were—Scripture History, Catechism and Liturgy, Church History, Geography, Grammar, Popular Astronomy, English History, Method, Algebra, Mechanics, Geometry, Mensuration, Arithmetic. To these subjects the candidates might add higher

Sunday.—Cold meat, rice-pudding.
Monday.—Broth and pudding.
Tuesday.—Roast beef and Yorkshire pudding.
Wednesday.—Roast mutton.
Thursday.—Roast beef or hash.
Friday.—Cold meat and potatoes.
Saturday.—Boiled beef and suet-puddings.

For breakfast, tea and bread and butter. The same for tea.

Bread for supper, and for those who wish to take food before going to church in the morning.

With reference to the attainments of the students, I quote the expressions of those of Her Majesty's Inspectors who have examined and reported upon the papers on the following subjects:—

Geography.—With the exception of M. Ewebank, the papers on *geography* are mere school-girl exercises. There are few original methods of putting the subject, and the details are scanty and thin. No maps have been drawn. The subject seems to be taught too much by rote without sufficient comprehensiveness. Only one of the papers is absurd, though many are imperfect, and few good.

The Arithmetic is taught on old systems, and the principles do not appear to be explained, as none of the candidates have succeeded in developing them. The higher branches, too, are neglected, only three candidates having attempted the fourth section, and one of these has made a complete failure. Many of the candidates are exceedingly imperfect indeed, and one (A. Tyas) has failed dreadfully, having been a year in the school. This may be from nervousness.

(Signed) M. Mitchell.

Scripture History.—In returning to you the papers of the 22 candidates from this institution upon Scripture History, I beg to state, (according to your request,) the general impression which I have formed of them. I am not able to record a very favourable opinion, as the great majority of the candidates have shown but little information upon the subject given to them in the paper. The selection of the easiest questions has been, in most instances, made, and they have been most sparingly answered. I have only been able to mark one paper "good," and one "fair," whilst the great number are either very "moderate" or imperfect.

(Signed) E. Douglas Tinling.

English History.—The papers, on the whole, are very creditable; some of them show considerable knowledge for young women, and some skill in composition. In several cases the spelling is inaccurate.

(Signed) Frederick Watkins.

Natural History.—These papers are generally fair, showing not much technical knowledge, but some observations in the writers. All but one seem not to be unmindful nor ignorant of the wild flowers of their country.

(Signed) Frederick Watkins.

Church History.—Is very defective. Composition bad.

It is probable that, generally speaking, the instruction of these pupils has been much neglected before they were admitted to the training school, that their time subsequently has been principally occupied in masteriug the rudiments of learning, and that they have not been able to digest the Church History in which from books (or orally) they have received instruction.

(Signed) H. W. Bellairs.

English Language.—These papers are exceedingly meagre; and exhibit, generally speaking, only such an acquaintance with the subject as would be

Books used in the York and Ripon Diocesan Female Training and Middle School.

Religious Instruction.	History.	Grammar.	Books of Recreation and General Usefulness.	Geography.	Natural History.	Arithmetic.
Holy Bible. Book of Common Prayer. D'Oyly and Mant's Commentary. Catechetical Series. Beaven's Help to Catechising. Explanation of the Collects. Waldo, on the Liturgy. Beren's History of the Prayer Book. Keith's Evidence of Prophecy. Trower, on the Gospels. Trower, on the Epistles Slade, on the Psalms.	Palmer's Ecclesiastical History. History of the Early English Church (Churton). Outlines of Sacred History. Markham's English History. Scott's History of Scotland. Wilberforce's Five Empires. Outlines of Roman History. Outlines of Grecian History. Ancient History. Modern History. Epitome of Alison's History of Europe.	Murray's English Grammar. Murray's Exercises. Key to Exercises. Latham's Grammar. Murray's Abridgment. Butter's Etymological Spelling Book. Reid's Dictionary.	Instructors. Nos. 1, 2, 3 and 4. Church Scholar's Reading Book. Civil History of the Jews. Bingley's Travels. Tales and Stories from History. 2 Vols. Tales and Stories. Three Weeks in Palestine. Conversations with Cousin Rachel. Broken Arm. House I live in. Third Book. Sister Mary's Tales. Agathos. History of the Plague. Cook's Voyages. China. Rocky Island. Old Man's Home. Manners and Customs of the East. The Great Army.	Stewart's Modern Geography. Ewing's Geography. Wigram's Geography of the Holy Land. Sullivan's Geography generalised. Recreations in Physical Geography. Geography, by a Lady. Keith, on the Globes. Black's Atlas. London Atlas.	Journal of a Naturalist. Lee's Natural History. Insects and their Habitations. John's Botanical Rambles.	Hind's Arithmetic. Tate's Arithmetic. Joyce's Arithmetic. Short's Arithmetic.

obtained from a very brief and popular compendium. For the sake of marking some slight difference in the quality of the papers, I am obliged to use the words "moderate" and "imperfect," but the latter term would be more strictly applicable to almost all of them. The spelling is generally correct; the penmanship of one-half the candidates decidedly neat, and of the other half indifferent.

(Signed) W. H. Brookfield.

English Grammar.—The spelling and penmanship of these papers are creditable; and so is the practical application of grammar rules as exhibited in the construction of the answers. But the amount of acquaintance with the technical rules themselves seems very scanty.

(Signed) W. H. Brookfield.

Vocal Music.—To estimate the real value of the marks, it should be observed that the examination-paper consists of questions involving a knowledge, not only of musical notation, time, scales, &c., but also some knowledge of harmony; the capacity of reading and writing figured bass, and the primary elements of counterpoint. To obtain the denomination of "*excellent*," therefore, would require a considerable amount of scientific knowledge. To obtain the mark "*good*," would require at least the knowledge of the figured bass notation, while the other terms would indicate different degrees of acquaintance with the *grammar* of music, down to the very slenderest amount possible.

* * * *

Out of ten papers returned from York and Ripon [female training school] three are *imperfect* and seven *failures*.

* * * *

The papers from Salisbury and York [female], *especially the latter*, exhibit a very decided deficiency on the whole subject of music, so much as to warrant the supposition that it can hardly have been made as yet in any way a subject of instruction *at all*, at least to those candidates who undertook to work the papers.

* * * *

It may be proper, in fine, to remark, that the capacity of answering questions correctly on the science of music is by no means a measure of the capacity which the candidates may possess of applying it *practically* to the real purposes of education. Although the scientific study of music must greatly increase the power any one may possess of making music profitable for educational purposes; yet it is only just to many excellent masters and mistresses, who may not be prepared to exhibit any knowledge of its technology, to say that they can and do often possess very considerable power of infusing the spirit of harmony into the youthful mind, and drawing important benefits from it, which the most perfect technical knowledge alone would never be able to secure.

(Signed) J. D. Morell.

Geography and Arithmetic.—I have the honour to forward the examination-papers of the mistresses of the normal schools at York and Ripon, Salisbury, Whitelands, and Warrington; and subjoined an opinion on the merits of the candidates in each establishment. The teaching at Whitelands seem to be far superior to either of the other establishments, and that of Warrington, especially in arithmetic, to be very inferior.

* * * *

There are fewer examples of absurd answers to these papers than to others I have looked over, which shows that training, if it does not teach positively anything very good, at least teaches negatively, restraining from nonsense.

(Signed) M. Mitchell.

School Management.—Of these papers those written at *York and Ripon* are a total failure.

(Signed) F. C. Cook.

Biographical Memoirs.—The spelling is imperfect and the composition very defective in many of these papers. The candidates have had some instruction in this subject; many have read Isaac Walton's Lives, and know something of Hannah More.

(Signed) F. C. Cook.

Domestic Economy.—The papers from York and Ripon are generally imperfect. There is no evidence that any care has been taken to instruct the pupils in the details or general principles of domestic economy. The few papers which deserve a higher mark than moderate appear to be the productions of persons who have used their common sense and faculties of observation out of the establishment.

(Signed) F. C. Cook.

Notes of Lesson.—These papers show that the teachers have taken pains with this subject. The arrangement is methodical in many of the papers, but the facts are not sufficiently brought out. Some papers are very diffuse, and many evasive.

The examination of these papers in general has much strengthened my conviction, that far more pains should be taken in our training institutions to explain the principles, and teach the art of methodical instruction. I have no doubt that the Inspectors, to whom these papers will probably be returned, will have occasion to remark this manifest deficiency in their Report.

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Character of Papers of Candidates examined for Certificates of Merit at York (Female) Training School on the 15th January, and five following days, 1849.	Religious Knowledge.	Arithmetic.	English Grammar.	English History.	Geography.	Natural History.	Composition of the Notes of a Lesson.	Domestic Economy.	Original Essay on a subject connected with the Art of Teaching.	Vocal Music.	History and Etymology of the English Language.	Biographical Memoirs.	Church History.
Excellent . .	..	..	..	..	1	..	..	..	..	..	..	..	..
Good . . .	1	1	..	4	..	2	1	1	..	..	..	..	..
Fair . . .	1	3	3	9	1	11	6	1	..	..	1	4	2
Moderate . .	8	4	7	7	10	8	12	15	..	..	9	11	4
Imperfect . .	10	7	8	1	9	1	3	5	1	3	11	6	7
Failure . .	2	7	4	..	1	..	..	..	..	7	1	1	8
Not attempted.	..	..	..	1	..	..	..	..	21	12	..	..	1
Total .	22	22	22	22	22	22	22	22	22	22	22	22	22

The moral training appears to be carefully attended to. In this respect very great credit is due to the Superintendent.

I have the honor to be, &c.,

H. W. Bellairs.

To the Right Honorable the Lords of the Committee of Council on Education.

Report by Her Majesty's Inspector of Schools, the Rev. HENRY MOSELEY, M.A., F.R.S., *on the Chester Diocesan Training School, for the training of Schoolmasters. Visited in October* 1848.

MY LORDS,

IN presenting to your Lordships my fourth Report on this Institution, I am glad to be able to say that the buildings, which were in progress when I first visited it, may now be considered to be completed. The chapel, in the erection of which the students have themselves laboured, and which is a very appropriate and beautiful structure, is now in daily use. I know of no other means by which the friends of the Institution could more effectually have promoted its interests than by their munificent contributions to this building.

The number of students resident at the time of my inspection (October, 1848) was 32. Their ages varied from 17 to 29; the average age being 23 years. Besides these students seven schoolmasters, educated here, attended my examination as candidates for certificates.

The following table contains a statement of the number of certificates granted:—

	First Class.			Second Class.			Third Class.		
	Divisions.			Divisions.			Divisions.		
	1	2	3	1	2	3	1	2	3
Students	0	0	0	0	1	3	2	3	2
Masters	0	0	0	0	0	0	0	0	0

I have to bear the same testimony as heretofore to the excellent discipline of the Institution; to the great order which pervades it; and to the judicious arrangements made in respect to the industrial training of the students. The industry, cheerfulness and activity, with which these labours are pursued in the intervals of study, is most pleasing to contemplate. I know no other training school which, in respect to these things, appears to me superior to this; and I attach to them, in a moral point of view, the first importance. Nor do I know any other in which the buildings appear to me better adapted to the use of a training school, or in which those minor arrangements on which the domestic comfort of the inmates, and the good order of the household depend, are more carefully observed.

As the result of this care to provide for the good discipline

and material welfare of the Institution, I find here a body of men remarkable for their orderly conduct; and, as compared with the same class of persons elsewhere, for their healthful appearance. The greater number of them seem indeed to be men capable of great physical exertion, and enured to labour.

The idea of uniting with qualities like these, sound attainments in knowledge, skill in teaching, and the exercise of a well-trained and vigorous understanding, is the *idea* of this Institution. I wish I could record the impression that this idea was as fully realized on the one side as on the other.

The following table contains a statement of the number of students, and the number per cent., to whose papers different degrees of merit were assigned, on a careful examination, by my colleagues and myself. It may be compared with similar tables given in this volume, in respect to other training schools.

Chester, Nov., 21, 1848.	Number of Candidates for Certificates, whose Exercises were classed severally as follows.							Number per Cent. of the Candidates for Certificates, whose Exercises were classed severally as follows.						
Subjects of Examination.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.	Excellent.	Good.	Fair.	Moderate.	Imperfect.	Failure.	Not attempted.
Religious Knowledge	..	4	14	16	4	1	..	..	10·2	35·9	41·0	10·2	2.5	..
Reading	1	5	16	13	2	..	2	2·5	12·8	41·0	33·3	5·1	..	5·
Spelling	..	9	4	6	20	..	..	..	23·1	10·2	15·4	51·3	..	..
Penmanship	..	12	15	6	6	..	..	..	30·7	38·4	15·4	15·4	..	..
Arithmetic	3	5	16	9	2	4	..	7·7	12·8	41·0	23·1	5·1	10·2	..
English Grammar	..	..	5	13	14	7	..	..	..	12·8	33·3	35·9	18·0	..
English History	..	4	18	12	5	..	..	..	10·2	46·1	30·7	12·8	..	..
Geography	..	1	2	12	11	12	1	..	2·5	5·1	30·7	28·2	30·7	2·
Popular Astronomy	..	2	7	9	10	11	..	..	5·1	18·0	23·1	25·6	28·2	..
Book-keeping	..	3	6	16	10	2	2	..	7·7	15·4	41·0	25·6	5·1	..
Geometry	..	5	6	6	6	9	7	..	12·8	15·4	15·4	15·4	23·1	18·
Mechanics	..	1	12	6	9	7	4	..	2·6	30·7	15·4	23·1	18·0	10·
Mensuration	..	4	4	12	15	2	2	..	10·2	10·2	30·7	38·4	5·1	5·
Algebra	..	5	13	7	10	3	1	..	12·8	33·3	18·0	25·6	7·7	2·
Notes of a Lesson, &c.	..	..	23	12	4	..	..	..	..	59·0	30·7	10·2	..	..
Music	..	3	13	10	8	1	4	..	7·7	33·3	25·6	20·5	2·5	10·
Agricultural Chemistry	..	1	6	14	14	3	1	..	2·5	15·4	35·9	35·9	7·7	2·
Optics	..	1	2	14	11	9	2	..	2·5	5·1	35·9	28·2	23·1	5·
Church History and Liturgy	..	1	5	10	8	14	1	..	2·5	12·8	25·6	20·5	35·9	2·
Trigonometry	..	3	..	3	3	..	30	..	7·7	..	7·7	7·7	..	77·

It appears from this table that more than half the candidates for certificates spell imperfectly and compose inaccurately, as many are but imperfectly instructed in English grammar, and more than that proportion have but a very insufficient knowledge of geography.

In Scriptural knowledge, in English history, and in arithmetic, they have done well; and the notes they have written of a lesson such as they would give in an elementary school, show that a good deal of attention has been given to their systematic instruction in this subject.

I cannot, however, express a favourable opinion of the lessons I heard them deliver in the model school.

In recording these facts, I cannot but advert to the smallness of the staff of the officers of the Institution as compared with others, where the course of instruction is more successful. Experience has, I think, shown that the function of a training school is one of no common difficulty, that great teaching power must be brought to bear on it to secure even an ordinary measure of success; and that the different departments of knowledge taught in it, ought to be assigned to different teachers, each devoted specially to the study of a distinct class of subjects. It is necessary to have examined different training schools to know to what an extent the attainments of the students of these Institutions are dependent upon the knowledge, skill, and labour bestowed upon their instruction.

I am aware that the funds of Diocesan training schools do not generally, or, perhaps, in any case, admit of the appointment of such a staff of officers as shall render that division of labour in teaching practicable, on the importance of which I have insisted; and as a larger proportion of the pupil teachers whose apprenticeships are about to expire will be trained in these Institutions, I have thought it worthy of consideration, whether by contributions made directly for that object from the funds at your lordships' disposal, the interests of education would not be very effectually promoted.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

Report on the Durham Diocesan Training School, by Her Majesty's Inspector of Schools, the Rev. J. J. BLANDFORD, B.

MY LORDS, *April*, 18

IN accordance with instructions received from your Secretary I visited the Durham Diocesan Training School, on the 15th of January 1849, for the purpose of examining the students and the masters who had been trained therein, for their certificates of merit.

Before reporting to your Lordships the result of this examination, it will be expedient to give a brief account of the institution itself, which was established in 1841, but has only been placed upon its present basis since 1847.

The building, which is of stone, in the Elizabethan style, is well situated on elevated ground overlooking the river Wear, on the outskirts of the town, and contains comfortable accommodation for twenty students. The premises, including a garden which is cultivated by the pupils, occupy an acre of ground; in addition to which there is a field, conveniently situated, that can be rendered available for industrial purposes, if thought desirable. The field slopes towards the south down to the river, and forms the southern boundary of the area on which the building stands.

On the ground-floor there is a large and lofty school-room, 41¾ feet by 18½ feet; a dining-hall, and another room which is used exclusively for morning and evening prayer; there is also a committee-room, and apartments for the vice-principal (the principal does not reside in the institution); and at the end of the ground-floor are the kitchens. The upper storey contains lodging rooms for the vice-principal, the students, and the servants.

The number of students now in residence is seventeen.

The establishment consists of three female servants; the students taking it in turns to assist in various household duties connected with the institution.

The building appeared to be insufficiently warmed, and in one place it is not free from damp. A stove in the passage on the ground-floor would be an improvement, as the hot air from it would not only ascend by the staircase to the rooms in the upper part of the building, but also by means of the gratings or ventilators in the passage along the upper storey. Everything was clean and neat; and the dietary wholesome, and on a liberal scale.

The object of the institution is to train schoolmasters for the counties of Durham and Northumberland. It is governed by a committee which consists of the Bishop of Durham, the Dean and Chapter, the Archdeacons of Durham, Northumberland,

and Lindisfarne, and two deputies, one of whom at least shall be a layman, appointed by the subscribers in each of the following deaneries, viz., Stockton, Darlington, Easington, Chester, Newcastle-upon-Tyne, Morpeth, Corbridge (including Hexhamshire); and in the Archdeaconry of Lindisfarne. The management of the training school is vested in a sub-committee of not less than five, nor more than eleven named by the committee.

Present Sub-Committee of Management.

The Dean of Durham; the Archdeacon of Durham; Rev. Professor Jenkyns; W. L. Wharton, Esq.; Anthony Wilkinson, Esq.; Rev. James Raine; J. F. Elliot, Esq.; Secretary—Rev. J. D. Eade.

Officers of the Institution.

Chairman of Sub-Committee of Management—The Dean of Durham; Principal—Rev. J. Cundill, M. A.; Vice-Principal—Rev. T. P. Sproule; Treasurer—J. F. Elliot, Esq.; Secretary—R. J. D. Eade; Mathematical Master—Mr. Finley; Master of Model School—Mr. George Goundry; Singing-master—Mr. Freemantle.

Candidates being of the age of sixteen years and upwards, and members and communicants of the Church of England, are admitted at Michaelmas, Whitsuntide, and Christmas, on the production of certificates of character, signed by the clergyman of their respective parishes, of baptism, and of health, after passing the admission examination. This examination embraces reading, writing, spelling, grammar, scripture history, general religious knowledge, the catechism, and arithmetic as far as simple proportion.

The payment required from the pupils is at the rate of 14*l.* per annum, payable in advance at the commencement of each term. This includes board, lodging, the use of books, stationery, and washing. Certain repayments are made to those who, having resided a year with good conduct, pass the annual examination with credit.

Instruction is given in the following subjects:—

I. Divinity, including Scripture History, Evidences, Exposition of Scripture, the Church Catechism, Liturgy, the Thirty-nine Articles, Ecclesiastical History, Ancient and Modern History.

II. Geography, and use of the Globes.

III. Grammar, and English Composition.

IV. Mathematics, including Arithmetic and Book-keeping, Mensuration, Algebra, Euclid, Trigonometry, Mechanics, and Popular Astronomy.

V. Vocal Music.

VI. Agricultural Chemistry.

The pupils also attend the model school at stated times during the week. On Sundays they attend in rotation the services at the Cathedral. Those not at the Cathedral are engaged at the Sunday-school connected with the model school, and accompany the children to church.

General Time Table.

6 o'clock.	Rise.
6 to 7·15	Dress, and attend to household matters.
7·15	Prayers.
7·30	Breakfast.
1	Dinner, except on Tuesdays and Thursday, on which d dinner is at 12·30.
5	Tea.
9·30	Supper.
9·45	Prayers.
10	Bed.

From October 1st, to April 1st, morning prayers are one quarter of an hour later, and the hour for rising half an hour later.

TIME TABLE.

SUNDAY.—Attend the Sunday-school morning and afternoon in rotation. All attend divine service morning and afternoon; those not in the Sunday-school at the church; those in the Sunday-school attend at the St. Nicholas' with the scholars. Prepare divinity for Monday. Hours of study, 2.

MONDAY.—8½ to 12, Model School; 12 to 1, General History (by the Vice-Principal); 2 to 3, the Articles (by the Principal); 4 to 5, 6 to 7, prepare Mathematics for Tuesday; 7 to 9, Music. Hours of study, 9½.

TUESDAY.—8½ to 11, prepare Divinity and History for Wednesday; 11 to 12, Geography; 1 to 4, Model School; 7 to 9, Mathematics. Hours of study, 8½.

WEDNESDAY.—8½ to 12, Model School; 12 to 1, Paley's Evidences, and Barnes' Exposition of Scripture; 2 to 3, English History; 6½ to 9, prepare Grammar and Mathematics for Thursday. Hours of study, 8½.

THURSDAY.—Prepare Divinity for Friday; 11 to 12, English Grammar, Recitation of English verse, and Etymology; 1 to 4, Model School; 7 to 9, Mathematics. Hours of study, 8½.

FRIDAY.—8½ to 12, prepare Geography, Divinity, and Mathematics for Saturday; 12 to 1, Ecclesiastical History; 2 to 3, Beren's History of Prayer Book, or Liturgy and Catechism; 7 to 9, Music. Hours of study, 7½.

SATURDAY.—9 to 11, Mathematics; 11 to 12, Geography and Writing from Dictation; 12 to 1, Scripture History. Evening.—Prepare History for Monday, and Geography for Tuesday. Hours of study, 7½.

Summary of the foregoing Table.

	Lectures.	Preparation.
Divinity	5 hours	6½ hours.
History, Geography, Grammar	5 ,,	6 ,,
Mathematics	6 ,,	6 ,,
Total Lectures	16 hours.	
Preparation	19 ,,	
Model School	13 ,,	
Music	4 ,,	
Add for portion of year, lectures on Agricultural Chemistry	6 ,.	

Total number of hours occupied during the week. 58

The foregoing details have been extracted from a report of the institution, and from other documents with which I was furnished by the Principal.

Result of the Examination.—The subjects of the examination were—Scripture History, Catechism and Liturgy, Church History, Geography, Grammar, Popular Astronomy, English History, Method, Algebra, Mechanics, Geometry, Mensuration, Arithmetic. *To these* subjects the candidates might add higher

branches of Mathematics, Trigonometry, Physics, Music, Latin and Greek, Drawing, Modern Languages, History of English Language. They were also required to give a lesson to a class, in order that their skill and power in teaching might be tested. The number under examination was twenty; of these, five were masters of elementary Schools, and had been trained in the institution; seven were students who had been resident one year and upwards; twelve therefore were candidates for certificates of merit; the rest, eight in number, were not eligible for certificates, not having resided one year in the training school, but they were examined at the same time, and with the same series of examination papers as the others. The amount of scriptural knowledge possessed by the masters and students who were candidates for certificates was, upon the whole, respectable; the others, who, it must be remembered, had been but a short time in the institution, were deficient in their knowledge of Scripture; their papers were very imperfect, and might almost be characterized as complete failures. The answers to the questions on the Catechism and Liturgy indicated a very slight acquaintance with these subjects; four only of the papers were above mediocrity, the rest were imperfect and unsatisfactory. Considerable pains have been taken in regard to the instruction in Church History, and although the answers were far from indicating anything like an extensive knowledge on this subject, yet there were portions with which the majority were fairly acquainted, and acquitted themselves creditably. The papers on English History and Geography were by no means satisfactory; the amount of historical knowledge was very scanty, the answers to the questions being loose, meagre, and imperfect; nor can I report more favourably as to the candidates' knowledge of Geography; the character of their attainments in this respect was very disproportionate to its importance, as being one of those subjects which they will be constantly called upon to teach. In reference to the papers on Grammar, one only is above mediocrity; of the remainder, twelve were imperfect, and seven were complete failures. Some ingenuity was exhibited in the solutions of the questions in Arithmetic; the attainments of the majority in this subject were satisfactory. Several of the papers on Algebra show mathematical power, and some considerable reading; but they were all characterized by a defective arrangement, and written out in an unpractised manner. In geometry few succeeded in demonstrating any proposition beyond the first book of Euclid, nor has mensuration been studied with that care which its importance demands; scarcely any acquaintance was shown with the principles on which the operations in this subject are founded. Only one of the candidates seemed to have any knowledge whatever of Industrial Mechanics. Five sent in papers on Trigonometry; one did well in it, and another fairly, but generally the methods of demonstration were defect-

in clearness and arrangement. Several of the papers afforded evidence of a familiarity with the elements of Experimental Philosophy, and Agricultural Chemistry. The students have had the advantage of attending lectures on the latter subject by Professor Johnston.

Eight showed a fair proficiency in Music. The examination paper on this subject extended over a wide range; and to answer the questions well required a considerable amount of scientific knowledge. It is only fair to remark that, although the scientific study of Music must greatly increase the power any person may possess of making it profitable for educational purposes, yet many masters, being imperfectly acquainted with it as a science, do possess considerable power in applying their knowledge on this subject to all real and practical purposes of education. Instruction is regularly given on this subject, the importance of which, as an element of national education, cannot be exaggerated.

Few of the candidates gave evidence of power in communicating knowledge, or in keeping up the attention of a class. No order nor arrangement was observed in the delivery of the lesson; and words were constantly used which the children could not understand. The twenty minutes allowed to each candidate for this portion of the examination were generally spent in asking the class a series of questions, the greater part of which had little or no connection with the subject of the lessons; the countenance of the children all the time presenting that dull and listless appearance which too clearly showed on the part of their teacher a want of skill to interest them in the subject which he had chosen for instruction. Their spelling, though not good, was, upon the whole, better than I expected. The penmanship was moderate; composition careless and faulty; reading monotonous, without any attempt at expression, and in many instances incorrect.

Of the twelve candidates who presented themselves for their certificates of merit, the two following have been successful.

Second Class.—Third Division.—Horace St. Paul Armstrong.
Third Class.—Second Division.—John Hetherington.

The former is master of the Trinity National School in Darlington. The latter is now a student in the training college, but has had charge of a school, which he left on returning to the college for further improvement.

It will be seen from the foregoing remarks, and from the general result of the examination, that the attainments of the masters who have been trained in this institution, as well as of the resident students, are very limited; that both are far from possessing that amount of information which it is absolutely necessary for them to possess, in order to be even moderately *efficient teachers in our national schools.* At the same time it

must be remembered that the training institution is still in its infancy, and that this was the first occasion on which the students had undergone the ordeal of an examination, sufficiently hard in itself, and rendered still more so by its very novelty. Moreover there is a great deficiency of proper text books and apparatus, the supply of which is extremely inadequate to the wants of the institution. The time allowed to the pupils for the preparation of their lessons is too long; and this also, I think, has operated disadvantageously. The majority of those who enter the training school are, from their humble attainments, ill prepared to master the numerous difficulties which they must encounter at every step in their new and unaccustomed path. They required constant *oral instruction*, which does not appear to occupy a sufficiently prominent place in the methods adopted in the institution. When, therefore, the very imperfect knowledge possessed by the students on their admission, and the short time they continue in residence, are taken into consideration, I am disposed to think that they acquitted themselves better than could be expected; and although they signally failed in exhibiting that amount of proficiency to which it is desirable that masters of elementary schools should attain, yet that this failure by no means implied a deficiency of energy in the students themselves, and still less any want of zeal and activity on the part of those whose duty it is to superintend their studies. It is not reasonable to expect that the Durham Training School should all at once exhibit that degree of efficiency to which it may hereafter attain.

A remark has been already made in reference to the want of information exhibited by the majority of the students upon their entering the training school. Before they are admitted they are subjected to an examination, which embraces Reading, Spelling, Grammar and Punctuation, Scripture history, general religious knowledge, and Arithmetic as far as simple proportion. An examination in these subjects might of course be made sufficiently stringent to ensure the rejection of those applicants who do not afford evidence of some antecedent fitness for the office of a schoolmaster, but in reality the standard of admission is even lower than that prescribed for the qualifications of boys, of thirteen years of age, who are candidates for apprenticeship pupil teachers under the Minutes of Council.

This low standard operates disadvantageously in more ways than one. A grant is made in aid of the funds of all training schools under Inspection, for every student who passes the requisite annual examination, and who has been in residence one year; but it is obvious that if the present low standard of admission to the Durham Training School be continued, the Committee of Management cannot avail themselves, to any extent, of this pecuniary aid, of which the institution stands greatly in need. Few of the students remain in the training

school more than one year; and during that period a great part of their time must necessarily be occupied in acquiring a knowledge of those subjects with which they ought to be familiar before entering; it is not, therefore, very probable that they will succeed at the end of one year in passing an examination in subjects of which far more than a superficial knowledge is required. The efficiency of this institution as a training school would be increased, and consequently the cause of education promoted thereby, if a more rigid and searching investigation were made into the qualifications and fitness of those who present themselves for admission.

In a report with which I have been favored by the Principal, it is observed, "Nor will the efficiency of this institution be fully developed until more exertions be made to send to it prepared pupils. Many of those who present themselves for admission are very imperfectly informed; and were the standard of examination to be raised, it might be difficult to supply our vacancies. We would therefore, with much earnestness, again respectfully press upon the attention of all, but perhaps more particularly of the parochial clergy, the wisdom, and even the duty, of searching in their parishes for the persons best qualified for the profession of schoolmaster, and recommending them to this institution. We should thus obtain a certain succession of well-prepared candidates, and should consequently be justified in raising the standard of the preliminary examination, and admitting such only as would be capable of reaping the full benefit of the course of education provided." The necessity of having well-prepared pupils is here distinctly recognised, and it is wisely suggested that the parochial clergy should search for such, in order to recommend them to the institution. But it is reversing the order of things to make the preliminary examination depend upon the qualifications of the applicants. The standard of admission should not be measured by their attainments; the training school should not let itself down to their level, but by prescribing a certain standard, and in ordinary cases abiding by it, it should oblige the applicants to qualify themselves for that preliminary examination, which they must pass with some degree of credit before they can be admitted to the benefits to be derived from the institution. It may be said that many would be deterred from seeking admission were the standard to be thus raised. No doubt this would be the case, but it is scarcely a question whether the real interests of education would be injured by lessening the facility now afforded to men of entering a profession, and undertaking an office for which they are manifestly incompetent.

At the request of the Committee of Management I examined the Model school, which the pupils in the Training school attend four times in the course of the week. It is a large school, on the monitorial *system*, with an average attendance of two hun-

dred and seventy. There are no parallel desks in the school-room, the shape and size of which is but ill adapted to the number of children in daily attendance. There is also a great deficiency in the supply of books and apparatus. I cannot report favorably of the attainments of the scholars, nor of the skill of the master as a teacher. The result of the examination was unsatisfactory. It is to be regretted, and especially so, when the short time which the students remain in the institution is taken into consideration, that they have not the advantage of witnessing, in the model school, the judicious methods and able teaching of a thoroughly competent master.

The funds of the Training school are so limited that the Committee are precluded from making any adequate remuneration for the services of those gentlemen whose duty it is to superintend the studies of the pupils, and to train them for their profession. The salaries are by no means in proportion to the labour and time which have been bestowed upon the students. I regret to say that the institution has not met with that support to which it is entitled from the laity of the counties for whose benefit it has been established. I have now before me a list of subscriptions in the counties of Durham and Northumberland towards the Training school. There are 156 subscribers; and of this number 73 are clergymen, 83 laymen. The subscriptions amount to 419*l.* 3*s.*; of this sum 305*l.* 5*s.* 6*d.* are contributed by the clergy, and 113*l.* 7*s.* 6*d.* by the laity. If the interest which the latter take in education be measured by the amount of the subscriptions to the Training school, that interest cannot be said to be very great.

The laity do not seem to be sufficiently impressed with the conviction that it is their interest, no less than their duty, to assist in making this institution thoroughly efficient, by enabling the managers to send forth a body of earnest and well-trained men, through whose instrumentality, under the superintendence of the clergy in their respective parishes, at least, some portion of the rising generation of these counties may be brought up in the knowledge of their duty towards God and towards man.

In conclusion, I beg leave to express my thanks to the very Reverend the Dean of Durham, and to the gentlemen who are connected with the institution, for their courtesy to myself, and for the readiness with which they afforded me all the information that I required. I wish also to bear testimony to the interest which they take in the welfare of the institution, and the anxiety they evinced for its increased efficiency.

I have the honor to be, &c.,

J. J. BLANDFORD.

To the Right Honorable the Lords of the Committee of Council on Education.

...help to their understanding what they read, ...ding with proper emphasis and expression. ...on which the candidates for certificates were ...e following, viz. :—

...urch Catechism.	Domestic economy.
	School management.
	Biographical memoirs.
	Vocal music.
...r.	Drawing.
	History of the English language.

...ion papers of the different training institutions ... by the whole body of Her Majesty's Inspectors ... taking one or more subjects under his especial ...hall briefly give, in general terms, the opinions ...he various examiners on the different subjects ...andidates, as they stand in the above list.]

... upon Scripture history might have been given ... accuracy, and the various incidents recorded in ... detail. The candidates showed an ease and power ... in the composition.

...rch history does not appear to be a subject in which ...tes have received much regular instruction; whilst ... upon the Liturgy show that they have been made ... with the subject, though their replies are imper-...n.

...rithmetic is fairly taught upon the old system.

...eography papers have been mostly sensible, though ... in comprehensiveness.

English grammar papers exhibit a remarkable evenness ... the candidates, on a moderate level of attainment and ...gence.

... papers upon Natural history are good; though they ... be much improved by greater conciseness, and more ...d to the meaning of the questions proposed.

...he general character of the English history is fair; and the ...s are well expressed. One or two of the candidates show a ... creditable knowledge of the subject.

Domestic economy does not appear to have been sufficiently ...ought before the candidates. Much improvement might be ...de, if papers upon this subject were more frequently given ... young persons under training.

Upon school management some practical knowledge of teach-...ng, ...lities, and good common sense are shown.

...hical memoirs the narrative is well written, and ...s good sense; the characters selected are gene-...ally ... the elementary books on English history, ...show ...ly that there has not been access to many books

and very suitable building, known by the name of the King's House, situated in the Cathedral-close, has been procured. The elevation of this building is most prepossessing in appearance, and well adapted for the purpose; the principal room for tuition, and the dining-hall, are magnificent rooms, each containing between 900 and 1000 square feet. Of the dormitories I am unable to speak with any certainty, as the plans were not permanently settled upon when I was in Salisbury in May last.

The Lord Bishop of the diocese, and those interested in the welfare of the institution, are most desirous that it should be placed upon an efficient system, and that the internal arrangements should be adequate to the wants of the establishment. The architect, Mr. Wyatt, was required to draw plans for 60 females, including all necessary offices, which plans have been submitted to your Lordships.

I am able to report most favourably of the general tone and demeanour of the young persons under training in this institution. During the whole of my stay at Salisbury, I was much struck with the quiet, respectful, reverential manner of the students.

I saw them frequently, not only in their school-room, but in the cathedral, and during their walks; they seemed to me fully alive to the importance of the office for which they were preparing themselves, and, as a body, to be impressed with a deeply religious, prayerful feeling. From what I gathered, I have reason to believe that the religious training which these young persons receive from their excellent and zealous governess, Mrs. Duncan, is thoroughly practical, and carried out by them into daily life.

The amount of general instruction given in the institution, and the standard at present attained by the students, are neither of them equal to that which is ultimately aimed at and expected; but there is much allowance to be made, considering the short and uncertain time during which the young persons remain under training, and the very limited attainments of many of the students when admitted, who in many instances are not more advanced than some of our superior candidates for the office of pupil-teacher, and, in the elementary working of their subjects, are not nearly so well grounded. "As soon as the pupil-teachers become the principal candidates for admission," the Salisbury Board look forward (*vide* Tenth Report of Salisbury Board,) to a higher standard of attainments being effected.

The reading of the candidates for certificate was good, both in prose and verse; they appear to enter into the idea of the author whose work they are reading, and much pains has been taken in teaching them to commit to memory certain portions of standard poetry, and to explain its meaning; this doubtless

has been a great help to their understanding what they read, and to their reading with proper emphasis and expression. The subjects upon which the candidates for certificates were examined were the following, viz.:—

Scripture history.	Domestic economy.
Liturgy and Church Catechism.	School management.
Arithmetic.	Biographical memoirs.
Geography.	Vocal music.
English grammar.	Drawing.
Natural history.	History of the English language.
English history.	

[The examination papers of the different training institutions being overlooked by the whole body of Her Majesty's Inspectors of Schools, each taking one or more subjects under his especial examination, I shall briefly give, in general terms, the opinions expressed by the various examiners on the different subjects worked by the candidates, as they stand in the above list.]

The replies upon Scripture history might have been given with greater accuracy, and the various incidents recorded in more minute detail. The candidates showed an ease and power of expression in the composition.

The Church history does not appear to be a subject in which the candidates have received much regular instruction; whilst the papers upon the Liturgy show that they have been made conversant with the subject, though their replies are imperfectly given.

The arithmetic is fairly taught upon the old system.

The geography papers have been mostly sensible, though wanting in comprehensiveness.

The English grammar papers exhibit a remarkable evenness among the candidates, on a moderate level of attainment and intelligence.

The papers upon Natural history are good; though they would be much improved by greater conciseness, and more regard to the meaning of the questions proposed.

The general character of the English history is fair; and the ideas are well expressed. One or two of the candidates show a very creditable knowledge of the subject.

Domestic economy does not appear to have been sufficiently brought before the candidates. Much improvement might be made, if papers upon this subject were more frequently given to young persons under training.

Upon school management some practical knowledge of teaching, fair abilities, and good common sense are shown.

In biographical memoirs the narrative is well written, and generally shows good sense; the characters selected are generally those from the elementary books on English history, showing evidently that there has not been access to many books upon the subject.

The papers upon music exhibit a deficiency of knowledge of the subject.

The replies to questions upon the English language did not show much extent of information or research.

The spelling, penmanship, general neatness, and correctness of expression throughout the various papers, were highly satisfactory.

The following is a list of the candidates.

1. Alexander, Anne.
2. Andrews, Amelia.
3. Beach, Eliza.
4. Cleave, C. Maria.
5. Caswell, Sarah J.
6. Caswell, Lucy.
7. Clark, Caroline.
8. Fifett, Elizabeth.
9. Fricker, Elizabeth.
10. Gillingham, Ellen.
11. Gardener, M. A.
12. Hibbert, Rebecca.
13. Kingston, Fanny.
14. Kibble, Ellen.
15. New, Jane.
16. Palmer, Elizabeth.
17. Pearce, Harriet.
18. Samphier, Mary.
19. Squires, Ann.
20. Usher, Jane.
21. Whicker, Louisa.
22. Windsor, Caroline.
23. Winslow, M. A.

Of these nine were successful, and were classified in the following order.

Mistresses.	Students.
FIRST CLASS.	
None.	
SECOND CLASS.	
First Division.	
None.	
Second Division.	
None.	
Third Division.	
Anne Alexander, Lyndhurst School, Hampshire.	None.
THIRD CLASS.	
First Division.	
None.	Amelia Andrews. Mary Samphier.
Second Division.	
Harriet Pearce, Enmore Green, Shaftesbury. Jane Usher, Salisbury National School.	Eliza Beach. Fanny Kingston.
Third Division.	
None.	Elizabeth Fricker. Louisa Whicker.

I append to this Report a time-table of the work done in the institution, varying in the summer and winter half-year.

I am of opinion that great benefit might be derived by the pupils of all ages, if a regular and systematic plan of class teaching were carried out, upon some given subject, after previous thought and preparation. This might easily be effected by the various students, with the different classes of young persons in the institution, at fixed and stated times; the subject might be given by way of "*notes of a lesson*," and from those notes the pupil might instruct her class, and thus find expression for her thoughts in words, and be accustomed to hear her own voice in teaching. This plan might equally well be adapted to the advanced students in the practising school.

It is of the greatest moment that a teacher should be able to express herself in plain, simple, easy language; and that time will be well spent which gives her any additional help in so doing.

The plan proposed by those interested in this institution, to have under the same roof a model school for girls, will simplify this matter very much, and diminish the difficulties which might otherwise be raised.

There is a great desire expressed, by various members of this Board of Education, to blend with the intellectual pursuits of the young persons under training a certain amount of industrial labour, and to combine with the present system of needle and domestic work, baking, washing, and other household employment.

At this time, as far as needle-work is concerned, all the young persons are taught to cut out, and make their own dresses, &c., and two weeks in the year are set apart, the one in the spring, and the other in the autumn, in which they are exclusively engaged in providing for their own wardrobes. I consider that this proposed additional domestic employment with females would be of the greatest benefit, not only on account of its own intrinsic good, but also for the sake of relaxation from study, which to young girls, fresh from the country, might be most conducive to health.

The Salisbury Board themselves feel convinced, from their own limited observation in the present establishment, of the great benefit which might be derived from this change.

It appears to me that the health of the students is a subject requiring the greatest attention; and any employment which would be likely to promote their bodily strength and vigour is deserving of the most mature consideration.

My own fears were, I regret to say, raised as to the effects, with females especially, of the sudden change from unceasing air and exercise, to which many of the students previous to admission had been accustomed, to the necessary close application to study, which the shortness of their stay in the institution requires at their hands.

While upon this subject, I am anxious to record my opinion that great want of kindness is evinced, both to the young persons themselves and to any training institution, by those who recommend candidates whose state of health is not good, and whose general strength is not likely to be equal to the work in which they are engaging, either in the institution or in the duties of a school-teacher afterwards.

I fear it has frequently been the case that heavy expense has been entailed on many young persons, and great disappointment incurred by them, solely because the simple truth has not been spoken, when the certificates of health have been brought for signature previous to the admission of the candidate in the first instance.

With respect to the library which is attached to this institution, in which a great deficiency did exist, and which to a certain extent continues to exist, the Board of Education appear most ready and anxious to supply the defect, and are prepared to do so as soon as possible.

Before concluding my Report, I am desirous to express my most conscientious opinion that the mistress of the institution, Mrs. Duncan, is well fitted for the office which she now holds, and in which she has apparently given such general satisfaction. As great a return as she can well receive, for the sympathy and kindness which she is ever showing to the young persons under her charge, is daily afforded her in seeing them grow up in the fear and nurture of God, and in receiving from them deep respect and affection, mingled with cheerful obedience.

Daily, I am assured, do many of these young persons withdraw themselves from their companions at mid-day, entirely of their own accord, for the purpose of closer intercourse with their God, for meditation, and for prayer; and, as far as my observation goes, the general conduct and character of those who have left the institution is such as to afford her much comfort and satisfaction.

I trust that I may be allowed to express my thanks to the Lord Bishop of the diocese for his kindness, during my visit as Her Majesty's Inspector; and to the Rev. Precentor Hamilton, who rendered to me every assistance in his power during my visit, and sacrificed his own time and comfort to facilitate my movements, and to give me any additional insight into the working of the institution, and its effect upon the pupils under training.

I have the honor to be, &c.,

E. Douglas Tinling,

Her Majesty's Inspector of Schools.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

TIME TABLE during Summer Months in SALISBURY TRAINING SCHOOL.

SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7 to 8. Dress and private devotion.	6 to 7. Assemble to family prayer at 6¾.	6 to 7. Assemble to family prayer at 6¾.	6 to 7. Assemble to family prayer at 6¾.	6 to 7. Assemble to family prayer at 6¾.	6 to 7. Assemble to family prayer at 6¾.	6 to 7. Dress and private devotion.
	7 to 8. Vocal music, with a master.	7 to 8. Geography in all the classes.	7 to 8. Singing, with master.	7 to 8. Geography, &c.	7 to 8. Revise the geography of the week.	7 to 8. Family prayer and study.
8 to 9. Family prayer and breakfast.	8 to 9. Breakfast, make beds, and clean and dust bed-rooms.	8 to 9. Breakfast, make beds, and clean and dust bed-rooms.	8 to 9 Breakfast, make beds, and clean and dust bed-rooms.	8 to 9. Breakfast, make beds, and clean and dust bed-rooms.	8 to 9. Breakfast, make beds, and clean and dust bed-rooms.	8 to 9. Breakfast, &c.
9 to 10. Learn the Collect and part of a psalm, &c.	9 to 10¼. Composition and dictation, 1st and 2nd classes.	9 to 10¼. Read, parse, and explain in all the classes.	9 to 10¼. Composition and dictation.	9 to 10¼. Read, parse, and explain. &c.	9 to 10¼. Write copies, and study English grammar.	9 to 12. The whole house undergoing a thorough cleaning by the pupils.
10 to 1. At church, &c.	10¼ to 11¾. Church, preparing for, going and coming, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	
	11¾ to 12½. Writing copies and learning lessons.	11¾ to 12½. Writing copies and learning lessons.	11¾ to 12½ Writing copies and learning lessons.	12¼ to 12½ Writing copies and learning lessons.	11¾ to 12. Recreation in the garden.	
	12½ to 1. Church Catechism explained, &c.	12½ to 1. Questioned on Scripture.	12½ to 1. Liturgy articles, &c.	12½ to 1. Catechism, &c.	12 to 1. Questioned on etymology and rules of grammar.	12 to 1. Wash and dress themselves for the rest of the day.

All the household work is done by the pupils, with the exception of cooking. They take it in turn; three of a party weekly.

Time Table during Summer Months in Salisbury Training School—*continued.*

Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
1 to 2½. Dine and write a short abstract of the sermon.	1 to 2. Arithmetic.	1 to 2. Arithmetic.	1 to 2. Arithmetic.	1 to 2. Arithmetic.	1 to 2. Questioned on the Holy Scriptures.	1 to 2. Dinner, &c.
2½ to 4½. Church.	2 to 3. Dinner and recreation, &c.	2 to 3. Dinner and recreation, &c.	2 to 3. Dinner and recreation, &c.	2 to 3. Dinner and recreation, &c.	2 to 3. Dinner and recreation, &c.	2 to 4. Those who have relations within reach are allowed to receiveed visits from them.
	3 to 4. Needlework and knitting.	3 to 4. Needlework and knitting.	3 to 4. Needlework and knitting.	3 to 4. Needlework and knitting.	3 to 4. Needlework and knitting.	
4½ to 5½. Walk or take exercise in the garden.	4 to 5. 1st class, English history. 2nd class, learn lessons.	4 to 5. Practise singing.	4 to 5. 1st class, English history. 2nd class, learn lessons.	4 to 5. Practise singing.	4 to 5. English history, &c.	4 to 5. Singing, with master.
5½ to 6½. Epistle and gospel, or Catechism, by Canon Hamilton.	5 to 7. Walking and tea.	5 to 7. Walking and tea.	5 to 7. Walking and tea.	5 to 7. Walking and tea.	5 to 7. Walking and tea.	The remainder of the day is at the disposal of the pupils, Saturday being considered a half-holiday; prayers at 9.
6½ to 8. Tea and private reading.	7 to 8. Study.	7 to 8. Study.	7 to 8. Study.	7 to 8. Study.	7 to 8 Study.	
8 to 9. Psalmody.	8 to 9¼. Holy Scriptures and family prayer.	8 to 9¼. Holy Scriptures and prayer.	8 to 9¼. Holy Scriptures and prayer.	8 to 9¼. Holy Scriptures and prayer.	8 to 9. Practise singing.	
9 to 9¼. Family prayers.						
9¼ to 9½. Supper.	9¼ to 9½. Supper 9½, to bed, and lights out at 10.	9¼ to 9½. Supper 9½, to bed, and lights out at 10.	9¼ to 10. Supper 9½, to bed, and lights out at 10.	9½ to 10. Supper 9½, to bed, and lights out at 10.	9 to 10. Prayers, &c. &c.	
9½ to 10.—Prepare for bed.						

7 to 8. Dress and private devotion.	6 to 7. Dress, and both private and family prayer.	6 to 7. Dress, and both private and family prayer.	6 to 7. Dress, and both private and family prayer.	6 to 7. Dress, and both private and family prayer.	6 to 7. Dress, and both private and family prayer.	6 to 7. Dress and private prayer.
	7 to 8. Vocal music, by a master.	7 to 8. Geography in all the classes.	7 to 8. Singing with master.	7 to 8. Geography in all the classes.	7 to 8. Revise the geography and general knowledge.	7 to 8. Family prayer and study.
8 to 9. Family prayer and breakfast.	8 to 9. Breakfast, and sweep and dust bed-rooms, &c.	8 to 9. Breakfast, and sweep and dust bed-rooms, &c.	8 to 9. Breakfast, and sweep and dust bed-rooms, &c.	8 to 9. Breakfast, and sweep and dust bed-rooms, &c.	8 to 9. Breakfast, and sweep and dust bed-rooms, &c.	8 to 9. Breakfast, take in clean linen, &c.
9 to 10. Make beds, and learn Collect or Psalm, &c.	9 to 10¼. 1st class, write or prepare composition; 2nd class, write from dictation.	9 to 10¼. Read, parse, and explain.	9 to 10¼. Composition and dictation.	9 to 10¼. Parse, read, and explain.	9 to 10¼. Write copies and study English grammar.	9 to 12. All are at work in household employment, each having their respective portions appointed.
10 to 1. Church going and coming, &c.	10¼ to 11¾. Church going and coming, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	10¼ to 11¾. Church, &c.	
	11¾ to 12½. Write copies and learn lessons.	11¾ to 12½. Write copies and learn lessons.	11¾ to 12½. Write copies and learn lessons.	11¾ to 12½. Write copies and learn lessons.	11¾ to 12. Recreation, or prepare to answer questions.	
	12½ to 1. Church Catechism explained.	12½ to 1. Holy Scripture.	12½ to 1. Religious instruction.	12½ to 1. Liturgy and Articles.	12 to 1. Examined on English grammar, rules explained, &c.	12 to 1. Dress and make tidy for dinner.
1 to 2½. Dine, and either write from the sermon or repeat Psalms or Hymns.	1 to 2. Arithmetic in all the classes.	1 to 2. Arithmetic in all the classes.	1 to 2. Arithmetic in all the classes.	1 to 2. Arithmetic in all the classes.	1 to 2. Questioned on the Old or New Testament.	1 to 2. Dine, &c.

Winter Time Table used in Salisbury Training School—*continued.*

SUNDAY.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
2½ to 4. Church, &c.	2 to 3. Dine, and dress for walking.	2 to 3. Dine, and dress for walking.	2 to 3. Dine, and dress for walking.	2 to 3. Dine, and dress for walking.	2 to 3. Dine, and dress for walking.	2 to 4. Write to parents or receive visits from them if within reach of doing so.
	3 to 4. Walk.	3 to 4. Walk.	3 to 4. Walk.	3 to 4. Walk.	3 to 4. Walk.	
4 to 4¾. Walk, &c.	4 to 5¼. Needle-work and knitting.	4 to 5¼. Needle-work and knitting.	4 to 5¼. Needle-work and knitting.	4 to 5¼. Needle-work and knitting.	4 to 5¼. Needle-work and knitting.	4 to 5. Singing with master.
5 to 6. Questioned on Epistle and Gospel or Catechism, by Canon Hamilton.	5¼ to 6. 1st class, English history; lower class, learn lessons.	5¼ to 6¼. Practise singing.	5¼ to 6. English history and learning lessons.	5¼ to 6¼. Practise singing.	5¼ to 6. Revise English history and other studies.	The remainder of the evening at their own disposal, Saturday being considered half holiday.
6 to 7. Tea and rest.	6 to 7. Tea and recreation.	6¼ to 7. Tea and recreation.	6 to 7. Tea and recreation.	6¼ to 7. Tea and recreation.	6 to 7. Tea and recreation.	
7 to 8. Private reading or being read to.	7 to 8. Study.	7 to 8. Study.	7 to 8. Study.	7 to 8. Study.	7 to 8. Study.	
8 to 9. Psalmody, &c.	8 to 9¼. Holy Scripture and family prayer. In bed by 10.	8 to 9¼. Holy Scripture and family prayer. In bed by 10.	8 to 9¼. Holy Scripture and family prayer. In bed by 10.	8 to 9¼. Holy Scripture and family prayer. In bed by 10.	8 to 9. Practise singing.	
9 to 10. Family prayer, bed, &c.					9 to 10. Prayer and bed.	Prayers at 9.

All the household work is done by the pupils. Three of their number take it in turn weekly; cooking being the only exception.
Bed-rooms visited, and lights extinguished, every night at 10 o'clock.

Report on the Warrington Training School, for the training of Schoolmistresses; by Her Majesty's Inspector of Schools, the Rev. W. H. Brookfield, M.A.

My Lords, 20 *November* 1849.

In obedience to your Lordships' instructions, I proceeded to the examination of this training school, on Monday the 15th of January 1849, and continued it during the five following days. It was the first inspection to which it had been subjected; and it is my pleasing duty to acknowledge in the outset the courteous reception, the frank hospitality and the cheerful, unreserved assistance which relieved my task of all its irksomeness and many of its difficulties. The generous interest taken in the institution by the Hon. and Rev. Horace Powys, its honorary secretary and chief manager, the parental vigilance and the kind-hearted energy which he imports into his function, have not failed to realize those characteristics which might be looked for in a school placed under such influences, and which must give to any visitor, casual or official, a very pleasing first impression. The ample provision for domestic comfort without luxury,—the light, warmth, and cleanliness of the premises,—the discipline, exact without harshness,—the personal neatness and modest demeanour of the students,—their apparent healthiness, cheerfulness and mutual harmony,—the unobtrusive, yet unconcealed and matter-of-course way in which all other duties are—not swallowed up, but—enhanced by being subordinated to religious duty,—these combine to show what vigorous and effective measures have been taken to secure for these young women, in many of the most important and indispensable particulars, what is essential to training them in habits conducive to their present welfare and their future usefulness.

In a school, however, not yet of very mature existence, which has had to struggle with straightened pecuniary resources, and which has not had an opportunity of revising itself according to the suggestions of any previous critical examination, it was hardly to be looked for that a first inspection should not discover some few particulars in detail which might call for commendation somewhat more qualified than that which I have had the pleasure of recording with reference to the attractive features just adverted to. And, in effect, it would be trifling and fulsome to conceal that there are some respects in which the Warrington Training School requires assistance, as it most certainly deserves encouragement, to strive after a degree of attainment more commensurate than at present with its moral

and religious tone and discipline. As to these latter qualities, I saw nothing to desire; and their paramount importance no one has the audacity to question. But in intellectual acquirement, there are some circumstances by no means irremediable or inherent in the institution, and for which nobody immediately connected with it is to blame, which have kept it somewhat below the standard which it might fairly be required, and which it may still be reasonably expected to reach or to surpass. The staff of teachers is too small, and the amount of teaching power, as disposed at present, hardly proportionate to its task. But I think, generally, that defects of any kind, which are neither concealed nor obstinately defended and persisted in, are much more suitable matters for private conference than for public animadversion. And any which official scrutiny might detect in the intellectual department of this institution, no one is more quick-sighted to perceive, more straightforward to acknowledge, nor more energetically anxious to remove than Mr. Powys and the reverend Principal, whose candour would disarm criticism, even if their discernment and honest devotion to the best interests of the students did not supersede it. Now, as these deficiencies and the best practicable method of supplying them, and of improving the intellectual condition of the school, without impairing the moral and religious tone which already characterizes it, have been made the subjects of frank and personal discussion between those gentlemen and myself; and as I have reason to believe that measures are in progress,—at least so far as *they* can forward them—for carrying out these purposes, I do not see that any desirable object would be answered by a bald, abrupt, official criticism, the import of which would probably be misapprehended, or exaggerated by those (if any) who may not feel cordially towards such institutions, and might grate with sympathies (very numerous I trust) enlisted in favour of this one in particular. It seems to me more reasonable, therefore, to await the issue of those exertions which I know to have been at work since my inspection, for placing the educational department on a more thoroughly efficient footing; for providing more animated oral teaching to awaken and sustain the torpid intelligence of persons suddenly transferred hither, from callings that may have been adverse to intellectual culture; for teaching them to teach as well as to set good examples; for storing their minds with resources out of which they may excite the interest of their future scholars by adroit questioning, by explanation, and by illustration; and so enliven that intelligence without which even the ability to read with fluency is a mere mechanical acquirement which, whether for pleasure or for profit, takes a lower rank than that of working *crochet*. Religious principles, and what is far less rapidly acquired, religious *habits*, amiable temper, and patience of endeavour, are qualities

which, considering the emphatic prominency given to them in the requirements of your Lordships, I will not waste time by exalting here. And these, even when unaided by more strictly professional accomplishments, will undoubtedly be valuable with their silent incidental influence in a school whose mistress possesses qualities so excellent, even though little else is learned. But surely elementary schools are *also* meant, at least and lowest to teach writing, ciphering, and reading with intelligence. Yet these ends, homely and simple as they are, will no more be attained (*nor are they*) by the unaided exhibition of those moral qualifications just adverted to, admirable and indispensable as they are, than mere good temper will enable a man who never learned watch-making to repair a ruptured escapement, or than mere sobriety will qualify a person ignorant of engines to conduct the express train in safety from Warrington to London. I say this incidentally, and not because I have the slightest reason to believe, but, on the contrary, have every reason totally to disbelieve, that any encouragement is given by the managers of this institution to such a fallacy as that moral qualifications are the *only*, because they are the *primary* requisites in school teachers. I feel a confidence as unreserved in the comprehensiveness of their views upon the subject as in their earnest wish to give effect to them. And if the exertions which at their instance I know to have been in progress for obtaining more adequate resources for a thoroughly competent organization of the school should fail to take effect; and if it should not become one of the most efficient, as it is already in many respects one of the most interesting institutions in the kingdom, the responsibility will lie not with Mr. Powys, nor with his immediate colleagues in this work, but with that portion of the diocesan community upon whose liberality (and I have no cause to doubt it) the maintenance of such an enterprise must so materially depend.

The Warrington Training School forms part of a very handsome and attractive Tudor edifice, the larger proportion of which is occupied by the inmates of another institution—that for the education of the orphans of clergymen who have officiated within certain limits of the diocese. The arrangements of the two institutions, both domestic and educational, are in some respects in common: one clerical principal presides over the education, and more especially over the religious department of instruction in both schools; one organizing master is employed in both, and one matron superintends the housekeeping. There is, however, a distinct head mistress for the Training School, and the pupils of both establishments are kept—as I thought, somewhat studiously—distinct: so much so, that it would be needless to refer to them as otherwise than absolutely separate, excepting for the purpose of suggesting a considera-

tion whether, being under one roof, in some respects under the same teachers, and contemplating destinies in life not totally dissimilar, and daily perhaps more assimilating (those of governesses and schoolmistresses), the improvement of these young persons might not be promoted, and the time of the principal or other teachers common to the two establishments economized by forming from them, under appropriate regulations, and in certain subjects which they have to learn in common, simultaneous classes for instruction.

The building stands upon two acres of ground, pleasantly situated a quarter of a mile from the river, and 50 yards from the church at which they attend daily service, morning and evening. The ground is agreeably disposed into walks, lawn, and flower beds, and is so circumstanced that the pupils can amuse themselves unobserved in gardening, battledore, skipping-ropes, jeu-de-grâce, and such other recreations as the limited range of feminine gymnastics will permit. A handsome wing has been added in stone to the original brick building, and consists of dining-hall on the basement, an excellent schoolroom on the first floor, and convenient dormitories above. This is exclusively devoted to the training school. Of the other and larger portion of the building, one room on the first floor, and all the attics, except two servants' rooms, are similarly appropriated. The kitchen and other basement offices are common; the rest of the edifice is exclusively occupied by the Clergy Orphan Asylum. Excellent buildings stand close by, which are employed as model elementary schools, in which the training pupils practice teaching.

The whole of the domain belongs to the trustees of the Clergy Orphan School; and it is they also who have built the stone wing for the training school. They rent it to the managers of the latter on agreement that 5*l.* per cent. per annum shall be paid upon the outlay of all buildings so appropriated. The rent now guaranteed to the Clergy Orphan Trustees is 160*l.* a-year. I believe that plans are in project (or, by this time, perhaps, put in execution) for extending the buildings for the training and model schools, 40*l.* a-year additional having been offered by the Diocesan Board for such enlarged accommodation.

The domestic arrangements seem excellent; everything is clean and comfortable looking; the dietary wholesome and abundant; the school and sitting room are light and airy; the dormitories fresh and pure; and there is a small group of rooms, intended as an infirmary, apart from the rest of the building and close by St. Elphin's magic well, whose ancient medicinal reputation may remain, I heartily trust, long undisturbed by any candidates for its efficacy in this pretty little hospital.

The educational staff consists of the clerical principal, who receives 150*l.* from this school, and 100*l.* more from the Clergy Orphan, to which he is engaged for similar duties, namely, to read morning prayers in the parish church (the students attending) daily at eight o'clock, and to officiate there also on Sundays and holidays, provided the Rector is willing to avail himself of such services. He is to take part, subject to the Rector, in the management of the model schools. In both Clergy Orphan and training school he is charged with the religious instruction, and in the latter with the special superintendence of the pupil's progress in the art of teaching and school-keeping. The head mistress, whose duties are confined to the training school exclusively, receives 60*l.*, with rooms and commons. She undertakes (under the supervision of the clerical principal) the secular instruction of the students, and their general training. There was, besides, at the time of my visit, a singing and organising master from St. Mark's, Chelsea, who received 75*l.* per annum from the training school, and 25*l.* from the Clergy Orphan. The pupils are admitted between the ages of 15 and 25, upon applications backed and attested by a parochial clergyman and parents or guardians, and accompanied by a medical certificate of health. Candidates are subjected to a preliminary examination, and are admitted as students only on their exhibiting indications of promise which shall satisfy the managers as to their adaptation to the profession they aspire to. They pay 15*l.* a-year, the actual cost of their board and education seeming to be about 10*l.* a-year more than that. They place themselves on entering entirely at the disposal of the managers as to what schools they shall afterwards undertake (except in cases where they are entered to prepare for a stipulated school), and also as to the time when they shall be judged fit for such an undertaking. They rise at half-past five, A.M. The time-table placed in my hands at the time of my visit was undergoing modification, and would not be exactly applicable now; but the alternations of devotion, labour, recreation, and repose, seemed very satisfactorily arranged. The industrial employments consisted in making beds, cleaning dormitories, and preparing linen clothes, except the actual washing.

At the time of my examination, there were present 10 schoolmistresses then in charge of schools, who had formerly been students here. There were 13 candidates for certificates besides, who had been one year and upwards in the institution. There were four whose residence had been long enough to entitle them to compete for a certificate, but who declined doing so; and there were 10 who were examined upon the same terms with those last mentioned, their short residence excluding them at present from the competition.

Of these 37 who were examined on Monday the 15th of January, and five following days, the 10 schoolmistresses averaged 22¼ years of age, had spent an average of 1½ year under tuition in this establishment, and had been absent an average of 2¼ years; with the other 13 candidates for certificate, the average was, age 19 years 9 months; time in the institution 1 year 9 months: with the remaining 14, it was, age 16 years 10 months; time in the institution 7 months.

The examination-papers placed before the candidates and other students were the same as those simultaneously employed in other female training schools at that time under examination; the written answers were distributed amongst Her Majesty's Inspectors, each undertaking his appropriate subjects for review. The following is a table of the estimate returned to your Lordships, of the merit of the Warrington Papers:—

TABLE of the Papers worked at the Warrington Training School Examination, January 15, 1849.

Character of the Papers written by the Students.	Scripture History.	Church History.	Arithmetic.	English Grammar.	English History.	Geography.	Natural History.	Notes of a Lesson.	Domestic Economy.	Vocal Music.	History of Language.	Biographical Memoirs.	School Management.	Total Papers of each Character.
Excellent . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Good . . .	3	2	2	1	3	..	..	..	..	..	..	..	..	11
Fair . . .	5	1	1	2	5	2	8	2	1	..	1	1	4	33
Moderate . .	11	3	4	8	14	19	16	8	8	11	6	11	3	122
Imperfect . .	12	7	12	21	11	13	10	19	19	8	15	5	2	154
Failure. . .	3	24	18	5	..	3	2	2	4	4	9	..	..	74
Not attempted .	2	..	..	..	3	..	..	6	4	14	6	19	27	81
Total .	36	37*	37	37	36	37	36	37	36	37	37	36	36	475

* A student (Grace Halstead), who was taken with severe illness during the working of the Papers of which only 36 were returned, and with difficulty supported herself through the others, has obtained a certificate of merit at a subsequent examination elsewhere.

Of the 23 competitors, 2 schoolmistresses and 2 students obtained certificates of merit.

The proportion here exhibited between competition and success would work to wholesome purpose if it should excite additional inquiry and endeavour towards bringing them to a nearer approximation.

In the printed programme of this institution, I read, that its object "is to produce a superior class of schoolmistresses, *first, by a careful selection of such young persons as shall appear suitable for the purpose, and, secondly, by affording them an appropriate education.*" I read also, that "it is not every young person who can be fitted by any course of instruction for the office of a schoolmistress." Again, that, as a condition of admission to

the Institution, "some natural capacity, and a certain amount of attainment are indispensable. At 17, the time for rudimental acquirement is passed." And further, that "it is earnestly requested that the clergymen and others desirous of placing young women in the Institution will remember the important object which it is intended to serve, and will state particularly the *grounds* of their recommendation."

No precautions could be more excellent than these. But shall I be forgiven a suspicion that they have not been very inflexibly insisted on? After a private conversation with each of these young persons, and a brief inquiry into her personal history, am I mistaken in thinking that a somewhat larger proportion of them than was necessary had been recommended and received in a spirit of philanthropy more individual than general, and rather for the sake of doing what was intended as a kindness to a well-disposed, steady, and amiable young woman, than because any aptitude to learn and teach had suggested the duty of enlisting her as a candidate for "a superior class of parochial schoolmistresses?" Amongst those who appeared to me to exhibit but very scanty adaptation, either by acquirement or by natural capacity, for the office of a schoolmistress, I remember ages 2, 3, 4, 7 years in advance of that at which, as above cited, "the time for rudimental acquirement is passed." I remember more than one evidently amiable, well-principled, hard-working girl in whom the milkmaid's profession had been robbed without apparently very much enriching that of a schoolmistress. A questionable kindness! I think then it deserves consideration whether a more stringent application of the programme from which I have quoted, with reference to the recommendation of students by the clergy, and their admission by the managers of the Institution, might not tend to elevate its character.

But after this more careful selection of "such young persons as shall appear suitable for the purpose," it remains to fulfil the second part of the project of this institution, and to "afford them an appropriate education." As to what constitutes an appropriate education, I cannot do better than cite again the document to which I have already been indebted, and which expresses the conviction of the managers, that "it is *they only who have distinguished themselves as learners that can be expected to become good teachers.*" It undertakes that "the grammar and something of the etymology of their native tongue; the outlines of general history; geography; the history of their own land more in detail; the leading facts in natural history and the useful arts; arithmetic, in its application to the purposes of humble life; and singing by note, with a view to the improvement of parochial psalmody: on these and the like subjects such instruction will be given as time may permit

and the pupils be found capable of receiving; above all, they will be made intimately acquainted with the Bible and Prayer-book, under the care of the clerical superintendent." Then follows a very commendable reference to industrial employments, as forming part of the routine of education; the paragraph concluding thus: "the students will be subjected to a mild yet watchful discipline: they will be exercised in habits of order and neatness; of patience and forbearance; of active, persevering industry: they will be accustomed to regular devotions, and preserved as far as possible in lowliness of mind. Lastly, they will be taught the art and acquire a facility of communicating what they know to others, more especially to the children of the poor."

I need add nothing to the testimony which I have already recorded as to the gratifying and satisfactory extent to which all herein that relates to moral and religious tone and discipline has been already realized. But if I were to speak in corresponding terms of what is promised with regard to intellectual culture and the art of teaching, I should not be borne out by those independent yet unanimous estimates of the written papers of the students, which have been officially reported to your Lordships by the several Inspectors to whose review they were submitted. And I cite the passage from the programme of the institution only to show how entirely of one mind its managers have been with those who prepared the examination-papers as to the subjects of attainment which it was desirable to encourage, viz., scripture and church history, grammar, arithmetic, English and natural history, geography, domestic economy, vocal music, and the art of teaching. And it is of great importance to observe, that whatever shortcoming in such sciences the table on page 732 may betray must be attributed to extrinsic causes, and not to any reluctance in the managers to promote what in the words above recited they are pledged to. I conceive the principal of those causes to have been, the want of sufficient funds for a more ample staff of teachers. I will not say—I am not called upon to do so—that the actual staff at the time of my inspection might not be for a time competent to all that it had undertaken: but it is my duty to say that, on the scale of remuneration then existing, it could not long continue so; and that the more competent, and therefore the more liable to the temptation of more lucrative engagements, the less likely would it be to hold together long. I think it will on all hands be admitted, that one clerical superintendent to two establishments kept studiously separate, one organizing master ditto, and one governess at 60*l.* with rooms and commons, is not a staff which for long together could do all required in a training-school of from 30 to 40 students. The governess or head mistress ought (in a

female training school) to be the most actively engaged official in the place. According to the Rules, she is charged "(under the supervision of the managers and the clerical principal) with the direction and control of the secular instruction of the inmates, and with their general training in good domestic, moral, and religious habits; she is constantly to bear in mind the peculiar office for which her young people are destined; and will adopt such methods of instruction and teaching as may tend to fit them to become the teachers of others." Duties like these demand attainments, insight into character, adroitness, adaptation, sympathies, judgment, firmness, prompt resources, moulded with a felicity of temper into a consistency asked for now in all directions, but rarely at present to be met with. And surely superintendence such as this may claim its market value like any other commodity; like every other it may rise and fall; but I do not believe that the last quotation for a competent holder of so *very* responsible an office is 60*l.* a year with rooms and commons. A lady *really* qualified in mind and disposition for so onerous a charge could soon and easily secure an engagement of much more adequate remuneration, which it is hardly to be expected that she should for long forego; and what can embarrass progress more than frequent change of government? An *assistant* mistress too is wanted in the institution.

As my inspection did not extend to the Clergy Orphan School, I can hazard no conjecture as to the manner or extent to which some portion of the studies of the two might be amalgamated, and so the labours of the clerical principal and organizing master (whose duties extend to both establishments) be economized. I cannot, therefore, venture upon any suggestion as to the relation between the salaries and employments of those gentlemen respectively, even if in any case it might have been permitted me to do so. But I believe that the managers would not object to my hinting that 100*l.* a-year, with board, &c., would be the lowest salary likely to secure a competent and permanent head mistress; and that a second mistress ought to be engaged at a salary of not less than 80*l.* a-year, with the same perquisites. These, together with the clerical principal and organizing master, would be a competent staff for 50 students. Whether these students, being admitted on a more stringent application of the letter of the programme as to preliminary qualification, and by probable consequence being enlisted from a class one degree more elevated in social and domestic condition, might not pay 20*l.* a-year instead of 15*l.* a-year, is a matter for the consideration of the managers.

Whether these improvements, or any of them, with others, which at Warrington were freely discussed and frankly acquiesced in, have been realized—(as I know they have been in

agitation)—I am not informed. If not, it might be well that they who are responsible should seek and act upon some other and more competent suggestions how their institution shall be best forwarded into a condition of efficiency the most satisfactory that may be attainable against the time of expired apprenticeships, when they will perhaps claim the reception of Queen's scholars, with their concomitant advantages. But if, as I heartily hope, the sympathy and help of the Diocesan Community has been at all co-ordinate with the honest purpose, the vigorous endeavour, and the pastoral anxiety of the honourable Secretary, then I am sure that the Warrington training-school is on the way to fulfil those cordial wishes for its prosperity, and the comfort and usefulness of its inmates, which it is impossible to visit it without entertaining.

I have to repeat my best thanks for much kindness received in this place; my best wishes for everybody whom I saw there; and my unaffected sorrow if a misconception of my duty has betrayed me into a word that can give pain to any one.

I have the honour to be, &c.,

W. H. BROOKFIELD

To the Right Honorable the Lords of the Committee of Council on Education.

Special Report on the Normal Training School, at Edinburgh, in connexion with the Free Church of Scotland; by Her Majesty's Inspector of Schools*, JOHN GIBSON, ESQ.

SIR, *Edinburgh, March* 1849.

MY Report on this large and important Institution naturally arranges itself into four distinct, but, of course, closely-connected, sections.

I. The general character, as respects preliminary attainments and previous preparation, of those by whom it is attended, and for whose mental culture and professional training the institution exists.

II. The subjects of instruction to which their attention is directed; the staff of officers by whom these studies are superintended and conducted; the order in which they are prosecuted as well as the duration of the period allotted to the study of each branch.

III. The manner in which the students are classified, when they have entered upon their course of training, together with the circumstances and principles regulating this classification.

IV. The annals of the institution, as respects the number of students that have enjoyed its advantages, from year to year, the extent of the course of instruction prosecuted by them, and the average duration of the period of their attendance.

The history of this institution is one of no ordinary interest, both as regards its bearing upon the improvement of the methods of teaching as well as upon the extension of the course of instruction imparted to the pupils of elementary schools, and, generally, as regards its influence in extending the views, directing the aims, dignifying the character, and elevating the social position of the teacher, in Scotland. In all these respects it merits a careful and detailed history. Year by year, it would be seen, did the views of those expand in whom was vested its superintendence. With singularly urgent calls upon their attention, and very loud demands upon their most earnest and most strenuous efforts, the claims of this institution were never overlooked, and the objects which it was intended to serve were

* This Special Report on the Edinburgh Free Church Normal School was prepared *not* with the view of stating the results of the labours of its several Officers, but for the purpose of enabling the Committee of Council on Education to determine whether the accommodation and other arrangements of the Institution were such as to bring it within the scope of their Lordships' *Minutes of August and December* 1846, and entitle the Directors to aid, out of the Parliamentary Grant, towards meeting the expenses of its erection.

never forgotten, and never undervalued by them. The object and nature of this report, however, forbid me attempting this now. Its object is simply practical; its nature must be chiefly statistical. I hope to have another opportunity of presenting an elaborate and carefully-prepared account of the institution, when it will be necessary to give, in detail, its simple, but, in my view, singularly important annals.

I. The first feature of the Institution claiming attention is the Entrance Examination.

This examination takes place once a year, at which period alone are students admitted. Young men of all religious denominations are received, but the subjects of examination, and the course of study afterwards entered upon, are determined and regulated mainly with a view to the benefit of those who intend to devote themselves to teaching in connexion with the Free Church. Every young man presenting himself as a candidate for admission must undergo this Entrance Examination.*

It is conducted by means of printed papers, and generally occupies a week. These examination-papers have always been drawn by distinguished practical teachers, intimately acquainted with the subjects intrusted to them; and the written answers of the candidates for admission, after being carefully reviewed by the same gentlemen, are handed for revision to the Rector and Tutors of the Institution, who again make known the results to the Education Committee, with whom rests the final decision as to those who are qualified to enter, with advantage, upon the prescribed course of study and training.

A somewhat definite idea of the attainments of those, who, after passing this examination, enter upon the employments and studies of the institution, may be obtained from a careful examination of the table † in which are specified, first, the subjects of examination; second, the value attached to proper answers to all the questions contained in each examination-paper; third, the actual value of the answers as given by each candidate, on each subject; and fourth, the total value of all the answers given by each candidate. This last item, viewed in its relation to the total value of perfect answers to all the questions, fixes the relation of each candidate to the standard of attainment.

In connexion with this Entrance Examination, it is proper to describe the means that the Directors of the Institution have taken to induce a sufficient number of young men of suitable qualifications to present themselves as candidates, and to enable

* For the subjects of this examination, see Appendix No. I.
† See Appendix No. II.

them thereafter to prosecute their studies. Circumstances have presented formidable obstacles to the complete organization and development of Normal Schools, or Colleges for Schoolmasters. The social position of the teacher of an elementary school is still so low, his remuneration so inadequate, the importance of his functions and the difficulty of discharging them aright so imperfectly apprehended, that, except to a few minds, instinctively attached to teaching, and having a strong natural aptitude for the work, the profession presents no fascinations. To be enrolled among its members kindles no ambition, elicits no anxiety, prompts no effort, begets no zeal. The influence of these circumstances has been evident throughout the history of this institution. And, with a view to overcome these obstacles, and to realize, more and more fully, their ideal of what such an institution as this should ultimately become, as well as to stimulate and encourage to higher efforts many young men whose zeal and natural aptitude had been, from time to time, brought under their notice, the Directors set apart a considerable sum as bursaries, or exhibitions, to be competed for from year to year, and to be awarded to those only, who, having successfully passed the Entrance Examination, were willing to devote themselves to teaching, and to declare, at the same time, that, but for this assistance, they could not afford the means requisite to prepare them, fully and satisfactorily, for their important work.*

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* The conditions of the competition are stated in the following circular:—

REGULATIONS.

I. Candidates must not be less than seventeen years of age, and shall be required to declare, before entering on the competition, that it is their wish and intention to devote themselves to the profession of teaching.

II. Each candidate must produce a certificate of his moral and religious character from the minister of the congregation to which he belongs. Such certificate shall also set forth his attainments in scholarship, the degree of aptitude for practical teaching which he may seem to possess, and any circumstances in his history with which the committee ought to be acquainted.

III. Each candidate must be in attendance at the seminary on the morning of Saturday, 26th September, for the purpose of being enrolled as a candidate.

IV. The competition will be chiefly conducted by written questions, and the examinators will be guided in awarding the bursaries by the comparative results of the examination, the certificates of the ministers, and the report of the Rector of the Normal School in regard to aptitude for practical teaching.

V. The committee will not defray the travelling expenses of unsuccessful candidates, but they would strongly urge, that, when necessary, these expenses should be defrayed by local parties acquainted with and interested in the young men recommended.

VI. The bursaries shall consist of three classes, for which sums of 10*l*., 15*l*., and 20*l*., shall be set apart respectively.

VII. The bursars shall give regular attendance in the Normal School from the beginning of October until the end of July, and shall during that period be in all respects subject to the discipline and arrangements of that institution. The bursaries shall be payable in monthly instalments, and the committee reserve to themselves full power at any time to withhold further payments on considering the

The results have been most satisfactory. A considerable number of young men have appeared for examination, from year to year. And, though the Directors have been compelled to limit their assistance to the most distinguished among the competitors, the preparatory studies of the unsuccessful candidates have not been fruitless or in vain; for, returning home, they devote themselves to another year's earnest preparation, now prosecuting their studies with a more precise and definite aim, and almost certain to obtain, in the end, the reward that first prompted, and continues to sustain, their efforts.

It is only after having passed this examination creditably, that a student, whether competing for a bursary or not, is formally enrolled in the books of the institution.

II. The course of instruction upon which the students enter, after having passed this examination, embraces Biblical Instruction, English Literature and Grammar, History and Geography, Arithmetic, Algebra and Geometry, Plane and Spherical Trigonometry, Practical Mathematics and Mechanics, Latin, Greek and the Elements of Hebrew, Drawing and Music, Chemistry, Botany, Vegetable Physiology and Cottage Gardening, with the Theory and Practice of the Art of Teaching.

The instructions in English Literature and Grammar, History and Geography, are given by Mr. Fulton, the Rector of the Institution; Arithmetic, Algebra, Geometry, Plane and Spherical Trigonometry, Practical Mathematics and Mechanics, are taught by the Mathematical Tutor, William Swan, Esq., F.R.S.E.; the studies in Latin, Greek and Hebrew are conducted by the Classical Tutor, the Rev. Peter Steele, A.M.; Drawing is taught by Mr. Surenne; French, by Mons. Deflandre; Music, by Mr. Strang; and Chemistry, by Dr. John Murray. To Botany, Vegetable Physiology, and Cottage Gardening a portion of the leisure time of the students is devoted, and their instructions in these branches are communicated by Mr. Stark to whom the Committee have given the use of the garden-ground attached to the institution in return for these instructions.

The exposition of the Theory of Teaching, and the superintendence of the students, when engaged in practising in the Model schools, is the special work of the Rector.

A copy of the time-table will be found appended to this Report.*

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periodical Reports made to them by the rector and tutors regarding the conduct and progress of the bursars.

N.B.—There must be throughout the church many under the age of seventeen, whom it is highly desirable to aid and encourage in their preparatory studies. Deacons' courts and presbyteries are earnestly recommended to use every exertion in their power for bringing forward such youths, until they have arrived at the stage which will bring them within the scope of the committee's scheme of encouragement by bursaries.

* See Appendix No III.

III. A careful examination of the Table, in which are recorded the results of the Entrance Examination, enables the Rector and Tutors to determine, with almost perfect precision, the place which each student should occupy, and the studies to which his attention should be chiefly directed. The attainments of the young men in Biblical Knowledge, in English Literature and Grammar, in Geography and History, are not so unequal as to render necessary or desirable a separate classification, while prosecuting the study of these branches. Nor has it been found expedient to arrange the students in different sections, when engaged in the study of French, Chemistry, Drawing, and Music; and both in the practice of teaching, and in listening to the exposition, by the Rector, of the various methods and systems, or to his criticism of the mode in which particular lessons have been communicated by particular students, no separate classification has been made. So that it may greatly conduce to clearness to confine our attention, in the first place, to the studies prosecuted by all the students *in common*, pointing out the order in which they are brought under their notice, and specifying the amount of time allotted to the study of each branch.

And, first, Biblical Instruction.—Five hours weekly are devoted to this branch. It is imparted in the following manner. All the students assemble, along with the pupils of the highest class in the Model Schools, for devotional exercises and Biblical Instruction. The extent of the course of study appears to be regulated with a view to the benefit, not of the students mainly, but of the pupils. It consists almost exclusively of an elementary course of Biblical History, Geography, and Antiquities, together with an exposition and analysis of the Shorter Catechism.

This course of instruction, if viewed in its relation to the pupils of an elementary school, whose ages do not average more than Fourteen, is sufficiently comprehensive. And it is given so admirably, with such minuteness of analysis, such accuracy and precision of statement, such fulness and aptness of illustration, and such earnestness and unction, as to merit any eulogy I could bestow. But as a course of Biblical and Theological study for young men, about to enter upon the discharge of the duties of schoolmasters, to whom is intrusted the religious instruction of their pupils, it seems to me greatly deficient in extent. Such a course should, I think, embrace a view of the Evidences of Christianity, an examination of the proof of the Genuineness, Authenticity, and Inspiration of the Holy Scriptures, a pretty full compendium of the Literary History, Criticism, and Interpretation of the Scriptures, together with a very thorough mastery of Biblical Geography and Antiquities. And, in an institution, in which some, ere the com-

pletion of their course of study, have mastered the elements of Hebrew, and read with facility the New Testament in Greek, I see no reason why to these there should not be added a tolerably complete course of instruction in the Principles and Laws of Exegetical Interpretation.

Four hours weekly are devoted to the study of English Literature and Grammar. The acquirements of all the students, in these branches, at the period of entering the institution, are respectable, and may be said to be not only tolerably accurate and extensive, but also sufficiently high to enable the Rector, to render his instructions at an early period of the session both singularly useful and interesting as practical exemplifications of the best mode of teaching these branches, and closely approximating, in character and extent, to a course of lectures on English Literature and Rhetoric in an University. The best text-books are used, and, although there are no formal lectures delivered, the text-books are so thoroughly analysed, and so fully illustrated, as to justify the expression I have employed to generally characterise these instructions.

It cannot be said that the progress of the young men, in Geographical and Historical studies, when they enter the institution, is at all considerable. Here the field is so wide, and embraces so great a variety of most important, interesting, and distinct though closely-connected subjects, that the acquirements, even of the best students, have, hitherto, been found to be limited, in Geography, to a general knowledge, of some ordinary text-book, with but a superficial view of all the higher departments of geographical science;—and, in History, to the perusal and study of a Compendium of British History, and of the elements of General History. And here it may be said that neither the time devoted by the Rector to these branches, nor the amount of attention that can be given them by the students, admits of the text-books, used during the session, being mastered so thoroughly, and illustrated so fully as would be requisite to give a really valuable, systematic, and well-digested view of these subjects.

The defects that I have pointed out, in the course of instruction especially entrusted to the Rector, are neither unperceived nor unfelt by him. It is the difficulty of obtaining from the young men the requisite time and attention, that prevents him from immediately attempting to apply a remedy. The extension of the period of study to two, or even three years, will, alone, enable him to give his instructions in these most important branches, in the high and comprehensive form in which their deepest interest and highest importance may be clearly felt and appreciated.

To the study of Chemistry two hours, weekly, are allotted. The syllabus furnished by the lecturer, Dr. John Murray, will

give a pretty complete idea of the nature and extent of the instructions in this branch.

"I commenced the course by an introductory lecture on the nature, objects, and history of Chemistry, and its applications to the arts and sciences, and the explanation of the physical world. We then proceeded with the subject, as laid down in M'Culloch's Course of Reading, beginning with the doctrine of attraction and its varieties, especially chemical attraction or affinity.

"The subject of heat or caloric next engaged our attention; noticing first, the four general effects of expansion, fluidity, evaporation, and ignition. Under these heads we noticed their various practical applications, the last part of heat comprising the slow communication and radiation of caloric, with the doctrines of latent heat, and the explanation which they afford of the many beautiful examples of creative power and wisdom in the mineral and organic kingdoms. This finished the first part of our course. The second led to agricultural chemistry, or the consideration of the proximate and ultimate elements of the organic kingdoms.

"After noticing the structure and functions of the different parts of plants, we then described more fully the ultimate elements of the air, water, acids, alkalies, and earths, that form the substance of plants cultivated for food; the various kinds of manures, and their effects on the quantity and quality of crops; and lastly, the principles of regulating the feeding and fattening of animals.

"During the course, the subject was fully illustrated by an extensive series of experiments, and by diagrams. Finally, I have great pleasure in bearing my humble testimony to the great regularity, order, and diligent attention shown by all during the progress of the course; and I can declare, that of the many audiences I have addressed for these twenty-five years past, none have displayed more interest and pleasure in the subjects brought before them."

Two hours, weekly, are devoted to Drawing. In a Report, furnished by the Drawing-master, the following statements occur:—

The objects of study have been the human face and head, landscapes, architectural ornaments, with perspective drawing. These objects, drawn on a large scale, have been copied by the students on a reduced scale, entirely by the eye and hand, that is, without recourse to measurement or any mechanical assistance. The students are at present engaged in making copies of drawings at their own dwellings. Those copies which I have seen are as well executed as any done in the class room under my own immediate superintendence; thus affording the best proof of their having attained considerable proficiency in the art of drawing.

In conclusion, it may be remarked, that the general character and bearing of the students have been certainly much superior to what the Normal School presented in any previous season, which may account for their having more fully appreciated the study of drawing.

French occupies three hours weekly. The following Report on this subject was given in by the French master:—

The grammar used in the class is De Fivas' Grammar of Grammars. The elements are constantly revised for the sake of beginners. Two verbs are said every day, and an exercise read and parsed. Racine is the reading-book. The scholars have, this season, minutely translated Athalie, which they now revise while reading Esther. The students have always been most regular and attentive to the class, and consequently are improving fast; several among them I consider good French scholars.

Music.—The Education Committee, deeply impressed with a

sense of the importance of this branch of study, and anxious to provide for the students satisfactory instruction in it, appointed to the situation of teacher of music a gentleman, who having been examined by two of the most distinguished musicians in Scotland,* was strongly recommended by them, as qualified to carry out the views entertained by the Committee in regard to the improvement of the Musical Instruction given in Scottish Elementary Schools. The Committee afterwards sent Mr. Strang to London, and placed him under the immediate care and superintendence of Mr. Hullah. After remaining in London upwards of twelve months, during which he enjoyed the very best opportunities of acquiring a thorough knowledge of Mr. Hullah's method, he returned to Edinburgh, and entered upon his duties in the Normal Seminary, in the beginning of October. He has there introduced Mr. Hullah's method and gives good promise of meeting the high expectations which the Committee had been led to entertain of him. They now look forward with confidence to the realization of their views in regard to the improvement of musical instruction in Scottish Schools. Mr. Strang is employed two hours, daily, in the Normal Seminary, two hours weekly being devoted to the instruction of the students in attendance.

It is only in the higher departments of study, in Latin and Greek, as well as in Geometry, Algebra, Plane and Spherical Trigonometry, with their Practical Applications, that an arrangement of the students into two divisions, junior and senior, has been found necessary. A precise idea of the extent, the variety, and the accuracy of the attainments possessed by those constituting these divisions respectively, may be obtained from a careful examination of the table given in Appendix No. I, together with the questions proposed on each subject at the Entrance Examination, a copy of which for the years 1846, 1847, and 1848 respectively, I subjoin.†

Of the 42 male students now in attendance, 29 constitute the junior division, and 13 the senior.

The Classical Studies of the Junior Division are purely elementary. Most of them begin the study of Greek, and, although all have some acquaintance with the Elements of Latin, and can translate, with more or less difficulty and accuracy, a very easy author, it is found best thoroughly to revise the whole of their previous acquirements in this branch, before entering upon the systematic perusal of any classical author. Two hours daily are devoted to these studies.

Their studies in Algebra and Geometry, too, are, at the beginning of the session, strictly elementary. In the former science,

* John Donaldson, Esq., Professor of Music in the University of Edinburgh, and Finlay Dun, Esq.

† See Appendix No. IV.

many of them of them are acquainted with the elementary rules, and can work with facility and accuracy Simple Equations. In Geometry, a few have mastered pretty thoroughly the First Book of Euclid, while the rest have the study to begin. Here too, it has been found best, after a rapid though careful examination in the rationale of the processes of arithmetic, to begin the study of Algebra and Geometry anew; and it is not, of course, until considerable progress has been made in these branches, that their practical applications become the subject of systematic exposition. One hour daily is devoted to these studies.

The Senior Division, at their entrance, have made sufficient progress in classical studies to enable them to read, with the Tutor, Virgil, Sallust, Juvenal, Livy, or Cicero. And in Greek, they can translate with tolerable facility the New Testament and Xenophon's Anabasis. The utmost attention is given by the present able tutor to the analysis and illustration of every author read. And to this is added, from time to time, a most careful revision of the more difficult and recondite parts of the grammar. Eight hours weekly are devoted to this department.

In Geometry, most of the members of this division have previously studied the First Six Books of Euclid; and in Algebra have gone as far as Quadratic Equations. In both subjects, the Tutor has always most carefully revised and tested their previously-acquired knowledge, before entering upon the higher departments of the science, or beginning a course of instruction in their application to practical purposes. To this department only one hour daily is allotted.

I am enabled by the kindness of the Classical and Mathematical Tutors to give, in the subjoined tables, in the following pages, the precise amount of work done, in their respective departments, by both divisions of students, during the week ending 24th February, 1849. The session begins in October and continues till the end of July.

Theory and Practice of the Art of Teaching.—I shall, first, specify the means taken by the Rector to communicate to the students a knowledge of the Principles, the Theory, and the History of Education. To this object two hours weekly are allotted. The means used are threefold.

First.—The Rector expounds, conversationally, but with a degree of minuteness and care that shows how fully he appreciates the importance of this department of his labours, the methods that are employed in the Model Schools of the Institution, in teaching the various branches. He himself exemplifies the application of every principle that may seem in the least recondite, gives its philosophy, and shows how it may be applied in conducting the work of the schoolroom. In this way it

Wednesday. .	Repeated three Imperfect Verbs, a page and a half of Mair's Introduction, with English derivatives.	Repeated adverbial particles, corrected seven sentences in Dunbar's Greek Exercises, page 16; and one verse of Greek Testament.	Wrought five propositions in Euclid, Book I. and II., one of which proved three different ways.	Translated, parsed, and traced etymologies from Juvenal, line 238–265. Read page, 28 and 29 of Mair's Introduction.	Examples in heights and distances. Found the height of the steeple of St. Andrew's Church from observations taken in Queen-street gardens.
Thursday . .	Translated six sentences of Latin Delectus. Derivations and scanning from Virgil.	Read two verses, third chapter of John's Gospel. Corrected seven sentences of Dunbar's Greek Exercises, page 16.	Algebra, various examples of Division with literal coefficients.	Translated, parsed, and traced derivations, &c. from Xenophon's Anabasis, Book IV., Chapter IV., Section 37–41. Corrected 13 sentences of Dunbar's Greek Exercises, page 17.	Expansion of fractions into series, and summation of these terms.
Friday . . .	Sixteen sentences of Latin Delectus translated, six sentences of Mair's Introduction corrected.	Read seven sentences Dunbar's Exercises, four verses of third chapter of John's Gospel; conjunctions repeated and explained.	Demonstrated Propositions, XLIV. and XLV. of Book I. and Prop. D. of Book II.	Translated, with derivations and illustrative observations on Juvenal line 265–298. Corrected upwards of a page of Mair's Introduction.	Explanation of the method of finding the error produced by terrestrial refraction in the angles of elevation of distant stations on the earth's surface. Determination of the distance of two inaccessible objects, by angles taken at the extremities of a measured base line. Prescribed exercise. Demonstration of the height of Arthur's Seat above the mean level of the sea, from observations taken in presence of the class, 24 July, 1848.

may be said, that every method deserving examination, as based upon any philosophical principle, is not only elaborately examined and minutely expounded, but skilfully exemplified in the presence of the students.

Second.—Essays are prescribed to be written on subjects, embracing the whole theory of teaching, and requiring, for their discussion, a good extent of reading and study. The best of these essays are afterwards read in the hearing of the assembled body of students, and their merits and defects carefully pointed out.

Third.—A systematic analysis and examination of all the leading educational works in our own language is made during the session. A particular work is assigned to each student, in turn, who is charged with the preparation of a careful analysis and examination of its contents. This paper is read before the Rector in the presence of all the students, who express their opinion generally, and specify what they consider to be most valuable in the views presented in it. The Rector sums up by an exposition of what appears to him to be its real character and value.

In this way the students have an opportunity, during the session, of acquiring a tolerably satisfactory knowledge of the principles and history of teaching, of the various methods which deserve examination, as well as of all the details of school organization and management.

And now as to the means employed to enable them to apply, with advantage and skill, the whole of these acquirements in the discharge of their duty as schoolmasters. It is necessary here to speak briefly of the Model Schools, which are attached to the institution, and which form one of its most prominent and valuable features.

These schools are, at present, attended by upwards of 600 pupils, who are arranged in six different classes, for whose instruction ten teachers, and nineteen pupil teachers, are provided. The Sixth class, constituting the Initiatory Department of the school, is under the superintendence of Miss Smith and her assistant Miss Comrie; the Fourth and Fifth classes, are taught by Mr. Munro, assisted by pupil-teachers; the Second and Third, by Mr. Cameron and assistants, and the First, or Highest class, arranged in two divisions, and consisting of upwards of 200 pupils, boys and girls, is under the immediate superintendence of the Rector and his assistant Mr. Ferguson. The instructions in Writing are given by Mr. Campbell; in Music, by Mr. Strang; in Drawing, by Mr. Surrenne; in Sewing and other Industrial work, by the superintendent of this department and her assistant.

It is not necessary to say more regarding the methods practised in these schools, than that they are such as have been proved, by

a pretty long experience, to be based upon sound principles, and as are now followed in most of our best elementary schools. The following table will give a general view of the progress made:—

Number of Pupils in attendance	618
Reading with ease	530
Writing	480
Arithmetic	480
Able to work sums in Simple Proportion	150
Sums beyond ditto	80
English Grammar	480
Geography	480
History	201
English Composition	103
Vocal Music	618
Latin	26
Greek	12
French	40
Drawing	100

In these Model schools the students have an opportunity of seeing all the branches, mentioned above, taught by skilful and experienced masters, and, in their observations of the methods practised, have the advantage of the personal direction and superintendence of the Rector. The means by which they themselves are trained to skill in the communication of knowledge are two-fold.

First. They are employed two hours weekly in teaching, in the Model Schools, under the superintendence of the Rector, together with the master of the department in which they are practising.

Second. One hour, weekly, is set apart, for the purpose of hearing a certain number of the students give lessons, in the presence of the Rector and the other students, on particular and previously-prescribed subjects. These subjects are varied in such a manner, that, ere the end of the session, each student has had frequent opportunities, both of himself conducting each educational process, and of seeing it conducted by his fellow students. While these lessons are being given by those appointed to this work, their fellow-students are busy observing the manner in which the various processes are conducted, and marking in their note-books anything that may seem to deserve or call for comment. An opportunity is afterwards afforded them of expressing their opinions, in regard to the manner in which the various lessons had been given, and of criticising minutely the whole process gone through by the students, who had been engaged in the business of the class-room. An hour is devoted to this work of Public Criticism.

The spirit in which this exercise is generally conducted, calls for an expression of my warmest approbation. On the various occasions on which I had the pleasure of being present, the

thoroughness of the examination, and the searching and minute nature of the criticism, never appeared to be dictated by any but the kindest and most generous feeling, and the Rector's concluding observations seemed to me valuable as presenting a very admirable critical summary of what had been said by the students, and as containing a good exposition of the most important and prominent points that had come up during the exercise.

IV. And, now, it remains to give, very briefly, the annals of the institution, as respects the number of students that have enjoyed its advantages from year to year; the extent of the course of study prosecuted by them; and the average duration of the period of their attendance.

I am enabled to subjoin a table, containing a great amount of interesting statistical information, in regard to these and other important points.

During the first year of its existence, the number of pupils enrolled in the Model Schools was 850, while the average attendance throughout the year was nearly 600. For the instruction of this number, it appears that, in addition to the Rector, only five teachers and eleven monitors were provided, their salaries amounting in all to 307*l.* 4*s.* The total number of students in attendance during the same year, was 62, of whom 33 left the seminary; 24 having received appointments to schools. There remained in the seminary, at the time the Report was given in to the General Assembly, not more than 29 students.

In addition to the equipment of the Model Schools, specified above, there seem to have been provided for the instruction of the students, only a Mathematical and Drawing Master, each of whom received a salary of 25*l.* 4*s.* I subjoin below a view of the total expenditure and income of the institution at this period,* together with the regulations of the seminary then in force.†

In the year 1844-5, arrangements were made for a more thorough Entrance Examination. Previously, this had been conducted, *vivâ voce*, by certain members of the Committee. There was, at this period, no defined scheme of examination; a moderate acquaintance with the ordinary branches of education was all that was requisite to obtain admission; and very few of the students, on entering the seminary, had any

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* See Appendix No. V.

† *Regulations for the Edinburgh Normal School.*—The year is divided into three terms of four months. One term is the minimum of attendance, and no student will be entitled to a certificate, who has not attended at least one term. Students are admitted three times in the year, at the commencement of each term, on 1st September, 23rd December, and 15th April.

Fees.	£.	*s.*	*d.*
For one term of four months	1	1	0
For whole year	2	2	0
Perpetual ticket	3	3	0

knowledge of the higher branches. The Directors of the Institution, in order to give a loftier character to the instruction, appointed during the year a Classical Tutor, and engaged the services of a Lecturer on Chemistry; and, at the same time, "with the view of encouraging young men of promise to come forward, for the purpose of being trained as teachers, and stimulating them to zeal and diligence in acquiring a high degree of proficiency, the Committee offered a number of Bursaries to be competed for, the young men succeeding in this competition and gaining the Bursaries being bound to continue for a certain time thereafter as students at the Normal seminary." In the circumstances in which the Committee were then situated, with a very great demand for the services of tolerably well qualified teachers, it was not thought expedient that this period should extend beyond six months. This measure, however, was attended with the most beneficial results.

The first competition for bursaries took place in February 1845. The results will be found stated in a Report drawn by the Secretary of the Committee.*

The instruction of the students from this period continued to be of a more comprehensive and valuable character. The equipment of the Normal Department is fuller and more satisfactory, and the salaries of the teachers of the Model schools are more liberal.†

In the following year great improvements were introduced. The term of attendance required of those who succeeded in the competition for bursaries, is extended to a year. The Entrance Examination is higher and more comprehensive. The Mathematical and Classical Tutors give additional attendance at the seminary; and there is added to the staff of officers a Teacher of French.

The Model Schools too are in an improved condition. Considerable additions are made to the expenditure in this department. An additional master for Arithmetic is appointed, while the number of pupils enrolled was only 575, and the average number in attendance not more than 411.‡

All applicants for admission must be acquainted with the principles of English grammar and arithmetic, have more or less knowledge of history and geography, and be thoroughly grounded in the doctrines of the Christian religion.

During their attendance at the seminary the students receive regular instructions in elocution, grammar, composition, arithmetic, algebra, mathematics, drawing, and vocal music. The theory and practice of teaching occupy a large share of their attention. The expense of training for one term, including board, lodging, fees, &c., would vary from 7*l.* to 10*l.*

FEMALE TEACHERS.

Ladies desirous of qualifying themselves for the business of teaching, to be admitted into the Normal School on payment of an entrance fee of 1*l.* 11*s.* 6*d.* No other charge to be made.

* See Appendix No. VI. † See Appendix No. V.

‡ See Appendix No. V.

1846-47.—During this year the Model Schools were rearranged and fully equipped. By the appointment of a Second Master with a salary equal to what the Rector's was in 1843-44, the Rector was enabled to devote a larger measure of his time and attention to the superintendence and direction of the Normal-School Department.

Fruits of the system of bursaries were now beginning to appear in young men coming up to the Competition and Entrance Examination with a much larger acquaintance with the ordinary branches, and a tolerably competent knowledge of some of the higher branches.

At the general examination for Certificates of Merit held in Edinburgh, in May 1848, I was authorized to admit for examination such of the students as had been in attendance throughout the session. Thirty-four of these young men presented themselves for examination, and under circumstances peculiarly disadvantageous. They were not aware of the nature of the examination to which they were to be subjected. They had no previous warning and therefore had made no previous preparation. Their attention had not been directed at all to some of the branches required. Several of them had enjoyed the advantages of the institution seven months only, and a considerable portion of the course of study prescribed, for the mastery of which three months of the session remained, had not been entered upon. Had the examination taken place at the end of July, and had they had an opportunity of preparing, during the whole session, the prescribed course of study, the results would have furnished a fair criterion of the efficiency and success of the officers of this institution in preparing young men to undergo the examination required to obtain Certificates of Merit. As it was, and under all these disadvantages, Nineteen were successful. Two were ranked in the Second Division of the Third Class, three in the Third Division of the Second Class, four in the First Division of the Third Class, one in the Second Division of the Second Class, and nine in the Third Division of the Third Class.

Since that period the only changes requiring notice are the additional time given by the students to their Classical Studies, the more satisfactory provision that has been made for the Musical instruction, and the introduction into the course of study of the subjects of Botany, Vegetable Physiology, and Cottage Gardening.

Before leaving this branch of the Report it is important to mark the gradual expansion in the minds of the Education Committee of the idea of Normal Schools. The course of study prescribed has been seen to extend from year to year. The period of attendance given by the students is gradually prolonged. Additions have been made, from time to time, to the

staff of officers. The salaries of the teachers of the Model Schools have been increased, the attendance at the seminary of the various Tutors and Lecturers has been extended, and the allowances made for their services have become more liberal and encouraging. So that comparing the expenditure of the Committee from year to year towards the Salaries of the Tutors and Teachers alone, we find that in 1843-4 this amounted to 357*l.* 12*s.*, while in 1848-9 it cannot be estimated at less than 1200*l.**

I have not hitherto spoken of the arrangements for the Training and Instruction of the Female Students, of whom there are at present in attendance Thirty-three. Their occupations in the seminary may be very briefly described. Between nine and ten A.M. they assemble in the hall with the male students and the pupils of the highest class, for Devotional Exercises and Biblical Instruction; on Mondays and Fridays, between ten and eleven, they receive instructions in English Grammar, Geography, and Arithmetic, from the Classical Tutor; and at the same hour on Tuesday, Wednesday, and Thursday, their studies in English and Geography are conducted by the Rector. Between eleven and twelve they are engaged, four days of the week, in the Practice of Teaching in the Model Schools, and during that hour on Wednesday a certain number give lessons before the Rector on previously-prescribed subjects. Between twelve and one they attend, along with all the students, the Public Criticism, the nature of which has been already described. They take no part in the exercise, but sit attentive listeners.

On the other days of the week at this hour, they are again employed in the study of Geography and History. Between one and two, daily, they are employed in the practice of Sewing, in the industrial department; Writing and Arithmetic occupy their attention daily between two and three; and during three days of the week between three and four, they are receiving lessons in French; during the other days of the week, at this hour, they are engaged in the study and practice of Music.

And now, in conclusion, I have to express it as my opinion that, in the circumstances, and, burdened as they are with work, the officers of this institution discharge their duties with remarkable skill, and with unwearying zeal and assiduity.

The Directors are anxious to extend the term of attendance required of the students, and to make such additions to the staff of officers as accumulating experience may suggest to be necessary or desirable. They have already resolved on a considerable increase of the salaries of the teachers, and have determined to secure a larger portion of the time of the Mathematical Tutor;

* See Appendix No. V.

but, entirely unaided in their efforts as they have hitherto been, and with numerous and daily-increasing demands for additional schools throughout the country, and, of course, additional salaries to the schoolmasters, this extension and increase are in some measure contingent upon the decision to which my Lords may come in regard to the application now made for the allowances granted to the Managers of Normal Schools, conducted to the satisfaction of their Lordships, and in which the students have successfully competed for Certificates of Merit.

I may be allowed to express it as my opinion that the adoption by the Education Committee of the Free Church of the following suggestions would greatly conduce to the efficiency of the establishment:—

1. That the term of attendance required of the students should be, at the least, two years.

2. That the Rector should immediately be relieved from teaching in the Model Schools, and that by the appointment of a Head-Master of this department, the Rector should be enabled to give more of his attention to the instruction of the students in the higher departments of English Literature, Geography, and History, and, particularly, to a minute exposition and systematic exemplification of the principles that should regulate the work and the whole mode of procedure in an Elementary School.

3. That the Mathematical Tutor should be engaged to attend at least four hours daily, and that in addition to the very admirable Theoretical Course at present given by him, he should furnish in a series of lectures very full illustrations of its various Practical Applications.

4. That the whole arrangements in regard to the training and instruction of the Female Students should be fully reconsidered, with a view to their more careful and systematic preparation for the discharge of the duties of Schoolmistresses.

I have the honor to be, &c.

JOHN GIBSON.

To the Secretary of the Committee of Council on Education.

APPENDIX.

No. I.

The following is a vidimus of the subjects of examination :—

Class 1.

English Literature and Grammar.
Geography, especially that of Europe and Palestine.
History.—British History, with the elements of General History.
Arithmetic.—Proportion with Vulgar and Decimal Fractions.
Latin.—Rudiments; Grammatical Exercises, large print; and Cornelius Nepos, Life of Miltiades.

N.B. A knowledge of Gaelic will be regarded as equivalent to this amount of attainment in Latin.

Scripture Knowledge.—Bible and Shorter Catechism.

Class 2.

All the branches of the preceding class, and Latin.
Latin.—Cæsar, Book i.; Eclogues of Virgil; and Grammatical Exercises.
Greek.—Greek Grammar; Xenophon's Anabasis, Chapters first, second, and third, of Book i.
Algebra.—The Elementary Rules, Fractions and Simple Equations.

Class 3.

All the branches of the preceding classes, and
Latin.—Virgil, vi., Book of Æneid; Sallust's Catilinarian Conspiracy, and Mair's Introduction.
Greek.—Xenophon's Anabasis, Books i. and ii.; Gospel of Matthew.
Algebra.—Involution, Evolution, Surds, Quadratic Equations.
Geometry.—Euclid's Elements, first six Books.
Text Books.—Chambers's History of English Literature; Reid's English Grammar; Reid's Geography; Chambers's History of the British Empire; White's Elements of Universal History, or Tytler's Elements of General History.

The following works are recommended for perusal and study :—Chambers's Cyclopædia of English Literature; Allan and Cornwall's English Grammar; Malte Brun and Balbi's System of Geography; Professor Thomson's Arithmetic; Vincent's Exposition of the Shorter Catechism; Tract Society's Companion to the Bible; and Abridgment of Horn's Introduction to the Study of the Scriptures.

No. II.

Edinburgh Normal School, Moray House, Competitors for Bursaries for Session 1848-9: say from 2nd October 1848, to 31st July 1849—10 Months.

Class I. *Bursary* £10 : 7 *subjects* × 200 = 1400.

	Shorter Catechism.	Bible History.	Grammar.	History.	Geography.	Arithmetic.	Latin.	Greek.	Algebra.	Geometry.	Total Values.
1	180	170	194	180	198	173	67	..	..	..	1,162
2	190	180	181	150	190	200	64	..	..	..	1,155
3	130	140	173	170	140	178	139	..	..	..	1,070
4	100	170	191	80	140	200	70	..	..	..	951
5	80	100	190	140	140	152	91	..	..	..	893
6	130	70	179	130	80	180	65	..	..	..	854
7	90	100	183	80	160	178	..	..	..	..	791

No. II.—*continued.*

CLASS I. *Bursary* £10 : 7 *subjects* × 200 = 1400.

	Shorter Catechism.	Bible History.	Grammar.	History.	Geography.	Arithmetic.	Latin.	Greek.	Algebra.	Geometry.	Total Values.
8	160	90	172	70	80	147	13	..	..	..	732
9	90	40	182	80	152	140	49	..	..	..	731
10	190	130	170	10	41	161	25	..	..	..	726
11	140	90	150	60	90	154	41	..	..	..	725
12	50	40	169	50	160	200	46	..	..	..	715
13	20	80	186	70	100	183	23	..	..	..	662
14	80	40	186	60	40	147	102	..	..	..	655
15	130	90	129	30	80	155	37	..	..	..	615
16	20	60	154	150	50	151	55	..	..	..	640
17	40	50	180	70	80	156	53	..	..	..	629
18	30	50	172	90	170	117	..	..	..	..	629
19	150	100	136	5	40	157	38	..	..	..	626
20	80	50	163	70	70	124	22	..	..	..	579
21	80	20	161	5	40	160	108	..	..	..	574
22	50	70	136	40	60	153	42	..	..	..	551
23	60	40	143	50	30	134	60	..	..	..	517
24	50	70	147	90	10	75	36	..	..	..	478
25	50	40	147	50	11	140	33	..	..	..	471
26	60	20	159	20	5	178	23	..	..	..	465
27	40	40	178	30	60	101	10	..	..	..	459
28	20	40	141	8	70	155	8	..	..	..	442
29	30	20	138	30	50	167	..	..	..	..	435
30*	25	60	162	10	40	116	15	..	..	..	418
31	30	20	129	30	60	96	32	..	..	..	397
32	40	80	94	20	40	115	..	..	..	..	389

* Not competing.

CLASS II. *Bursary* £15 : 10 *subjects* × 200 = 2000.

1	198	190	163	180	195	200	278	113	200	150	1,667
2	190	70	154	80	160	154	152	130	200	96	1,386
3	140	160	148	100	150	131	54	114	200	124	1,321
4	70	70	145	180	40	178	50	76	120	107	1,036
5	60	130	127	80	70	187	69	70	126	106	1,025
6	195	140	142	95	60	146	34	..	100	108	1,020
7	130	50	138	170	100	120	30	77	89	89	993
8	115	60	130	175	90	102	52	62	73	94	953
9	120	70	126	90	70	137	36	88	73	109	919
10	120	70	157	80	90	99	60	87	90	110	893
11	51	80	134	70	80	154	68	..	137	101	875
12	110	80	120	90	40	134	54	46	69	90	833
13	50	80	155	50	50	157	33	35	80	114	804
14	140	50	130	80	40	134	34	..	56	36	700
15	45	50	138	100	50	75	14	68	62	84	686
16	50	40	144	40	50	154	43	..	120	..	643
17	50	80	103	50	20	132	23	48	32	56	594

CLASS III. *Bursary* £20 : 10 *subjects* × 200 = 2000.

1	180	170	174	180	198	200	153	105	132	150	1,642
2	150	170	137	165	170	145	134	109	165	195	1,540
3	130	180	161	170	140	107	142	121	183	200	1,534
4	110	180	184	170	150	164	129	125	115	156	1,483
5	130	185	158	150	160	164	158	90	123	138	1,456
6	100	160	92	150	..	85	124	81	58	146	996

BURSARIES awarded for Session 1848-9.

No.	No. in Competitor's List.	Values.	£.	s.	d.	£.	s.	d.
	CLASS I. *Bursary* £10.							
1	1	1,162	10	0	0			
2	2	1,155	10	0	0			
3	3	1,070	10	0	0			
4	4	951	10	0	0			
5	9 Class II.	919	10	0	0			
6	10 Class II.	893	10	0	0			
7	5	893	10	0	0			
8	6	854	10	0	0			
9	7	791	10	0	0			
						90	0	0
	CLASS II. *Bursary* £15.							
1	2	1,386	15	0	0			
2	3	1,321	15	0	0			
3	4	1,036	15	0	0			
4	5	1,025	15	0	0			
5	6	1,020	15	0	0			
6	6 Class III.	996	15	0	0			
7	7	993	15	0	0			
8	8	953	15	0	0			
						120	0	0
	CLASS III. *Bursary* £20.							
1	1	1,642	20	0	0			
2	2	1,540	20	0	0			
3	3	1,534	20	0	0			
4	4	1,483	20	0	0			
5	5	1,456	20	0	0			
6	1 Class II.	1,667	20	0	0			
						120	0	0

Competitors who received £8.

No.	Class	No. in Competitor's List.	Values.	£.	s.	d.	£.	s.	d.
1	I.	8	732	8	0	0			
2	I.	9	731	8	0	0			
3	I.	10	726	8	0	0			
4	I.	11	725	8	0	0			
5	I.	12	715	8	0	0			
6	I.	13	662	8	0	0			
7	I.	14	655	8	0	0			
8	I.	15	651	8	0	0			
9	I.	16	640	8	0	0			
10	I.	17	629	8	0	0			
11	I.	18	629	8	0	0			
12	II.	11	877	8	0	0			
13	II.	12	833	8	0	0			
							104	0	0
							434	0	0

No. III.

GENERAL TIME TABLE.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
From 8 to 9	Junior Division at Greek.	Junior Division at Greek.	Junior Division at Greek.	Junior Division at. Greek.	Junior Division at Greek.	Writing.
,, 9 to 10	Devotional Exercises and Biblical knowledge.	Devotional Exercises and Biblical knowledge.	Devotional Exercises and Biblical knowledge.	Junior Division, Interval; Senior Division, Greek.	Devotional Exercises and Biblical knowledge.	Drawing.
,, 10 to 11	English Literature, &c.	Theory and Practice of Teaching.	Teaching for Criticism	Theory and Practice of Teaching.	Essay or Writing to Dictation.	Drawing.
,, 11 to 12	Junior Division, Interval; Senior, Latin or Greek.	Junior Division, Interval; Senior, Latin or Greek.	Junior Division, Interval; Senior, Latin or Greek.	Missionary work in Canongate.	Junior Division, Interval; Senior, Latin or Greek.	Music.
,, 12 to 1	History and Geography.	History and Geography.	Public Criticism . .	English Grammar and Literature.	English Grammar and Literature.	Nil.
,, 1 to 2	Junior Division, Latin; Senior, Mathematics.	Junior Division, Latin; Senior, Mathematics	Junior Division, Latin; Senior, Mathematics.	Junior Division, Latin; Senior, Mathematics.	Junior Division, Latin; Senior, Mathematics.	Nil.
,, 2 to 3	Junior, Mathematics; Senior, Reading with Classical Tutor; Private Studies.	Interval	Junior Division, Mathematics; Senior, Reading with Classical Tutor; Private Studies.	Interval . . .	Junior Division, Mathematics; Senior, Reading with Classical Tutor; Private Studies.	. .
,, 3 to 4	French	Music	French	Lecture on Chemistry	French	. .

No. IV.

EDINBURGH NORMAL SCHOOL.

EXAMINATION FOR BURSARIES, 1846.

QUESTIONS ON THE SHORTER CATECHISM.

(*a*) What do you mean by a Catechism? (*b*) By what Assembly was the Shorter Catechism composed? (*c*) In what year and in whose reign did this Assembly meet? (*d*) Why is this Catechism called the *Shorter*? (*e*) Explain the difference between it and what is called the Larger Catechism.

What are the two great divisions of the Shorter Catechism?

Explain the difference between the two covenants.

Define *original sin* in the language of the Catechism.

Why is the phrase, *descending from him by ordinary generation*, used in the answer to one of the questions?

Give the questions and answers which relate to the constitution of Christ's person.

Give the questions and answers which relate to the part which each person in the Godhead acts in the scheme of redemption.

Give the questions and answers which refer particularly to the work of the Holy Spirit.

What is the essence of the fourth commandment? Prove its divine authority and its universal and perpetual obligation? What do you mean by *works of necessity and mercy*? Give the reasons stated in the Catechism, why we should keep holy the Sabbath.

What does the Catechism say in regard to man's inability to keep the law of God?

Mention any of the aggravations which render some sins more heinous in the sight of God than others.

What is the only object of *faith*? and prove it from Scripture.

What is the essence of *repentance*? Why is it called *repentance unto life*? What are its constituent elements? Why are faith and repentance called *saving graces*?

What is the original meaning of the word *sacrament*? What is necessary in order that any rite be a sacrament? State the difference between the Word of God and the Sacraments as means of salvation. What errors in regard to the sacraments does the Catechism guard us against?

BIBLE HISTORY.

1. Give an outline of the history of Moses from his birth to the time when he was called by God to deliver the Israelites out of Egypt.

2. What were the principal miracles wrought in behalf of the Israelites from the time of their leaving Egypt till their arrival at Mount Sinai?

3. What reason special to the children of Israel was given for their sanctification of the Sabbath?

4. What were the different sacrifices enjoined by the ceremonial law?

5. What were the great annual festivals of the Jewish Church? When were they observed? Who were commanded to observe them?

6. How often and on what occasions were the Israelites in their journey through the wilderness chargeable with the sin of murmuring against God?

7. On what occasion was idolatry first publicly introduced among the Israelites after their settlement in Canaan; and in what tribe did it take place?

8. (*a*) Who were the Samaritans—from what race or races did they spring? When was Samaria first occupied by them? State the difference between their faith and religious worship and the faith and worship of the Jews. What evidence of the integrity of the five books of Moses may be drawn from the enmity that subsisted between the Samaritans and the Jews?

9. What were the two great sins of which David, as king, was guilty; and by what punishments were they respectively followed?

10. What circumstances gave rise to the formation of the kingdoms of Israel and Judah?

11. Divide the Prophets whose writings are contained in the Sacred Canon, under the following heads:—1. Those before the Captivity. 2. Those during the Captivity. 3. Those after the Captivity.

12. Who are the different Herods mentioned in the Gospel History?

13. Give what information you can respecting the sect of the Pharisees.

14. How often and when did Christ visit Jerusalem during the course of his ministry.

15. Give the names of the Apostles. To what great fact were they particularly called to bear witness?

16. What was Peter's name originally? Into what was it changed? Where did he live? What was he? What were the names of his brothers? What privileges did he and they enjoy which were not conferred on the rest of the Apostles?

17. Which of the Apostles was the Apostle of the Circumcision, and which of the Uncircumcision? Explain these two expressions.

18. (*b*) How often did our Lord appear to his disciples after his resurrection? State in their order his successive appearances. Wherein lies the strength of the historic argument for the resurrection?

19. (*c*) When and where was the first Christian synod held? What was the subject of deliberation, and the decision? What connexion had that subject with the first controversy that sprung up in the Church? State that controversy. State the fact of Paul's conduct towards Timothy and Titus in relation to this controversy. When and for what reason did Paul rebuke Peter for dissimulation?

GRAMMAR.

1st Class.

1. When are W and Y consonants, and when vowels?
2. Distinguish a proper and an improper diphthong.
3. Define a syllable.
4. Name the inflected, and the uninflected parts of speech.
5. Describe the manner in which the articles limit the noun.
6. Distinguish a proper and a common noun; and give examples of each in persons, places, and things.
7. Mention the three modes of distinguishing the gender in English.
8. State the relations in which a noun is nominative, possessive, and objective.
9. Name the adverbs of ascending and descending comparison of adjectives.
10. Compare the adjectives *old, fore, far.*
11. Enumerate the four classes of pronouns.
12. Class verbs according to the ideas they express; according to their conjugation; and enumerate their inflections.
13. Define a compound verb.
14. What interjections express grief—pain—admiration—laughter—contempt—welcome?
15. What is a sentence?
16. What are the elements of a simple sentence?
17. Enumerate the constructions that constitute agreement in syntax, and mention the circumstances of agreement.
18. Enumerate the constructions that constitute government; and mention the circumstances of the government.
19. What is the rule for the connexion of conjunctions?
20. Parse in etymology and syntax the following sentence, viz., The Scriptures unequivocally declare that all mankind have lost both the favour and the moral image of God. By this loss of his favour we are all legally excluded fom his family, and, consequently, can have no interest in its privileges. Since this loss has been incurred by guilt, it is necessary to its removal that our sins be pardoned, and our persons accepted as righteous. This is a change of *state.* But, as we have lost the image of God as well as his favour, it is also necessary to our salvation that we be conformed to the Divine character by a change of *mind.*

2ND CLASS.

1. Enumerate 1. The proper diphthongs. 2. The improper. 3. The triphthongs.
2. In the division of words into syllables, what are the rules, for, 1. Prefixes and Affixes? 2. A single consonant between two vowels? 3. Double letters? 4. Compound words? and give examples.
3. What nouns cannot take the article?
4. State the principles on which proper names may be used as common nouns.
5. Name the terminations that add *es* in the plural, noticing those that alter to admit the *es*.
6. Give examples of nouns having the singular and plural alike; and of nouns without a singular.
7. What class of nouns have their gender distinguished by a prefix?
8. Mention the prefixes attached for this purpose to names of *birds*, *quadrupeds*, and *persons* respectively.
9. Give examples where the distinguishing word forms the termination.
10. Write the possessive singular of *ox* and of *lady*, and the possessive plural of *lady*, *mouse*, *foot*.
11. What adjectives are unsusceptible of comparison?
12. What termination diminishes the degree of the adjective?
13. Mention the relations denoted by the personal pronouns.
14. Distinguish the application of *who*, *which*, and *that*.
15. Define verbs—active, neuter; transitive and intransitive.
16. Define the term *mood*.
17. When is a verb indicative, imperative, and infinitive?
18. What is the difference between the participles *born* and *borne*?
19. Give the past tenses of *dare*, *drink*, *get*, *seethe*.
20. Give the past participles of *cleave*, *drink strike*, *writhe*.
21. On what principle have *dwell*, *send*, &c., become irregular verbs?
22. State the general ideas expressed by the auxiliary verbs.
23. Analyze the composition of the tense, *I shall have written*.
24. In what person is the verb when preceded by nominatives of different persons?
25. Give examples of the use of the indefinite article before plural expressions, and give the reason.
26. Explain the difference between *a servant of my father* and *a servant of my father's*.
27. Enumerate the conjunctions which require correspondents.
28. What are the places of capital letters?

3RD CLASS.

1. State the languages to which belong the affixes—*tude*—*ment*—*ism*—*ty*—*ous*—*ize*, and give their forms in those languages.
2. State the different senses of the affix—*age*.
3. What kind of qualities is expressed by the affixes—*ard* or *art* and *ster*?
4. On what principle are the final letters of prefixes altered before the root?
5. What is the difference in idea between the words *Completion* and *Completeness*? What is their derivation in English? and give other examples of the same difference.
6. What is the meaning of *de* in deplore? and give other examples of a prefix having the same effect on a word.
7. What is the meaning and the etymology of *distinct* in the expression—

> "The living wheels
> Distinct alike with multitude of eyes?"

8. Give the etymology of *edge*, *expunge*, *erase*, and *abhor*.
9. Accent in two ways *implement*, *subject*, *perfume*, and distinguish the part of speech in each instance.
10. Correct a grammatical error in—

> "She has treasures greater far
> Than East or West unfold;"—

And give the reason.

11. Treat the following passage in the manner subjoined:—

"The bell strikes one we take no note of time
But from its loss to give it then a tongue
Is wise in man as if an angel spoke
I feel the solemn sound if heard aright
It is the knell of my departed hours
Where are they with the years beyond the flood.

1. Point the passage accurately.
2. Supply its ellipses.
3. Divide into major and minor clauses, noting the subject, predicate, and object (if one) in each.
4. Arrange it in the prose order.
5. Point out the figures, and the figurative words that occur in it.
6. State the cases of all the nouns with the reasons.
7. Parse every part of a verb that occurs in it.

12. State the purposes for which the nominative is inverted in English.
13. State the composition of the passive, and progressive forms of the verb.

HISTORY.

1st Class.

1. When does authentic British history begin?
2. Name British princes who resisted the Roman yoke.
3. What mode of defence did the Romans ultimately adopt to exclude the Caledonians from their provinces?
4. When did the Romans abandon Britain?
5. State the number and the appellation of the Saxon sovereignties.
6. Under whom were they consolidated, and when?
7. Name the greatest of the Saxon princes, and mention for what he was distinguished.
8. What barbarians harassed the island with incursions during the Saxon period?
9. Under what Scottish king were the Picts and Scots united, and when?
10. Date the Norman Conquest.
11. Name the successors of William the Conqueror to Victoria, noting the commencement of each dynasty.
12. About what period, and in what reign, commenced the Crusades?
13. Name the greatest of the Crusading princes of England.
14. What king of Scotland was contemporary with the Norman Conquest, and what alliance did he form with the Saxon royal family?
15. What reign is the period of Thomas-à-Becket, and for what is he distinguished?
16. What formed the continual cause of discord between the early Norman kings and those of France?
17. Enumerate the French dominions of Henry II.
18. Date the conquest of Ireland in this reign, and mention its circumstances.
19. Date the grant of Magna Charta, and mention its causes.
20. State the circumstances of Edward First's interference with the affairs of Scotland.

2nd Class.

1. Who rescued Scotland from the English dominion? and date the battle of Bannockburn.
2. State the cause of Edward Third's wars with France; and mention his great victories.
3. What was the cause of Richard Second's deposition?
4. Mention melancholy circumstances in the contemporary reign of Robert III. in Scotland.
5. What ecclesiastical reformer appeared in this period? mention the name, and describe the treatment of his followers in the subsequent reigns.
6. What domestic wars arose in the reign of Henry VI.? and describe their cause and consequences.

7. What prince united the claims of the rival families, and how?
8. What religious revolution happened in the reign of Henry VIII.?
9. How has his daughter Mary's reign become infamous?
10. His daughter Elizabeth's reign is remarkable for the growth of what source of England's power?
11. In what great incident of her reign is this power manifested?
12. Relate the circumstances of the history of Mary of Scots.
13. Name distinguished men of Elizabeth's reign.
14. Describe the state of Ireland at this period, and its causes.
15. Name the Stuarts of Scotland from Robert II. to James VI.; trace that prince's title to the English Throne; and date his succession.
16. What were the causes and objects of the Gunpowder plot?
17. Describe James's projected legislation in Ireland.
18. What political and religious spirit begins to be manifest in James's reign?
19. Mention the special circumstances of discontent with the Government of Charles I.
20. Give some particulars of the civil war and of the fate of Charles.

3RD CLASS.

1. What was the great error of the Stuart princes in their treatment of Scotland?
2. To what effects did it lead?
3. State the nature and object of the "Solemn League and Covenant."
4. What was the position of England with respect to foreign states during the Protectorate of Cromwell?
5. Date the restoration of Charles II.
6. Describe his Government in Scotland?
7. What was the personal character of this prince?
8. What was the Popish plot?
9. Mention other alleged conspiracies of this reign, and describe their objects.
10. What political parties date from this period?
11. What King of France reigned during the latter half of the 17th century?
12. What were the causes of the Revolution of 1688? it was achieved principally by what political party?
13. By what battles was the Jacobite cause crushed in Scotland and Ireland?
14. What were the consequences, with respect to religion in Scotland, of the Revolution?
15. Mention the causes of the Massacre of Glencoe, and its results on the popularity of the new Government.
16. State the particulars of the "Darien Scheme."
17. What was the great object of William III.'s continental wars?
18. Describe the "Act of Settlement" with respect to the Crown.
19. Date Queen Anne's Accession.
20. The war continued in her reign is distinguished by the victories of what General?
21. Describe the effects of the Roman Conquest on the ancient Britons.
22. Describe the nature of the Anglo-Saxon Government.
23. About what period did the Saxon and Norman races coalesce?
24. State how the House of Commons originated in the reign of Henry III.
25. Enumerate what are accounted the successive charters of English liberty from Magna Charta downwards.
26. Name the monarchs on the Throne at the commencement of each century from the 10th downwards.

GEOGRAPHY.

1ST CLASS.

1. State the mean diameter and circumference of the earth.
2. What is the breadth, in degrees, of the Torrid and Temperate Zones, respectively?
3. Proofs of the earth's rotundity?
4. State the proportion of land and water on the earth's surface.
5. Define the term "table land," and give examples of it.
6. *What is the earth's* population?

7. Name the war ports of England, with the chief naval depôts.
8. Name the chief seats of the cotton, woollen, silk, and hardware manufactures of Great Britain.
9. Name in order on each bank, the tributaries of the Danube, and describe their courses.
10. Name the capitals of Switzerland, Belgium, Sweden, Greece.
11. Name the towns along the courses of the Po and Rhine.
12. Name the free towns of Germany.
13. Name the successive ridges of mountains in Spain, from the Pyrenees southward.
14. Name the countries that include the great plains of Europe.
15. What regions of these plains are sprinkled with lakes?
16. What is the amount of Europe's population?
17. Europe lies chiefly in what zone?
18. What were the utmost limits of Palestine promised to Abraham's posterity?
19. In the reigns of what kings is this promise supposed to have been fulfilled?
20. Name the Roman divisions of Palestine in the time of our Saviour.
21. Name the Jewish tribes once included in these divisions respectively.
22. Name the mountains of the north, and those of the south-east, beyond the Dead Sea.
23. Name the chief cities of the Philistines.
24. Give a list of the places mentioned in our Saviour's life, and state the incidents connected with each.

2ND CLASS.

1. What is the amount of the obliquity of the ecliptic?
2. What is the effect of this obliquity in the earth's annual motion?
3. From what do we infer the general direction of a country's slope?
4. Mention the regions of the chief volcanic systems of the earth.
5. Name the equinoctial and solstitial points of the ecliptic, and the days corresponding to them.
6. How is the difference of time found between places on a map?
7. Name the leading commercial ports of Britain.
8. Describe the courses of the Rhine and its tributaries.
9. Describe the eastern extended boundary of Europe.
10. On what rivers are Vienna, Madrid, St. Petersburgh, and Amsterdam?
11. Mention the principal states of Germany.
12. Name the capes round Europe, beginning with Matapan, and proceeding westwards.
13. Whose respective possessions are Sicily, Candia, Majorca, Malta, the Ferroe Isles?
14. Mention the vine and olive-producing regions.
15. Name the chief grain countries of Europe.
16. To what race of mankind do its leading nations belong?
17. Name its great military monarchies.
18. What is supposed to have been the ancient population of Palestine; and what is the modern population?
19. What species of stream is denoted by the Scripture term *brook*?
20. Name the tribes that bordered Canaan on the E. and S., with the patriarchs who founded them.
21. A great part of Phenicia was included in the allotment of which of the Jewish tribes?
22. In what tribes were Jerusalem, Jericho, Hebron, Bethel, Ramoth-Gilead, Shechem, Jezreel?
23. Mention historical events connected with these places, and give the Scripture references.
24. Mention the successive governments under which Palestine has passed since the time of our Saviour.

3RD CLASS.

1. In what position of the axis would the equator and ecliptic coincide?
2. What is the difference in miles between the earth's polar and equatorial diameters?

3. What epithet is applied to a sphere thus formed?
4. From what circumstances is the extreme depth of the ocean supposed to be five miles?
5. Mention the cause of the general directions of the ocean current from east to west.
6. Where is this current most distinctly visible, and what is its name?
7. Explain the terms Prairie, Savannah, Pampas, Llanos, Steppes, Sunderbunds, and locate them.
8. What is the usual geographical locality of Volcanos?
9. What is the height of the perpetual snow-line in the Torrid Zone, and the latitude of Scotland?
10. Up to what latitudes in the new and old worlds are the vine and corn produced?
11. What is the arithmetical rule for ascertaining the length of a degree of longitude in any given latitude?
12. Express in time, 35°, 63°, 150°, of longitude.
13. Express in longitude, 4^h, 3^h, 20^h, of time.
14. Name the river mouths round Europe, beginning from the Dwina southwestward.
15. Name the Baltic Isles.
16. Approximate height of the mountain ranges of Europe?
17. Delineate the bounding line of France, with its four chief rivers, and write the names of the waters and states that bound the country.
18. Name the countries of Europe, with their religions.
19. Name some of the celebrated plains and valleys of Palestine, and give their situations.
20. To what event is the formation of the Dead Sea attributed; and what was the nature of its site before that event?
21. Name the Canaanitish tribes, and describe their supposed situation in the country?
22. What were the chief ancient products of the country?
23. Mention events in sacred and profane history connected with Mount Tabor.
24. What is the etymology of the name Palestine, and mention a text of Scripture where this name is used?
25. State the composition, condition, and government of its present population?

LATIN—1st Class.

Cornelius Nepos. Life of Miltiades.

Chap. 3rd. Translate the following passage:—Ad hoc consilium quum plerique accederent, Histialus Milesius, ne res conficeretur, obstitit, dicens, non idem ipsis, qui summas imperii tenerent, expedire et multitudini, quod Darii regno ipsorum niteretur dominatio; quo extincto ipsos potestate expulsos civibus suis poenas daturos. Itaque adeo se abhorrere a caeterorum consilio, ut nihil putet ipsis utilius, quam confirmari regnum Persarum. Hujus quum sententiam plurimi essent sequuti, Miltiades non dubitans, tam multis consciis, ad regis aures consilia sua perventura, Chersonesum reliquit, ac rursus Athenas demigravit. Cujus ratio etsi non valuit, tamen magnopere est laudanda; quum amicior omnium libertati, quam suae fuerit dominationi.

1. *Plerique*—Give the nom. sing. of this adjective.
2. Where was the town of Miletus?
3. *Summas imperii*—Is summas a noun or an adjective?
4. *Expedire*—Give its first signification, and its component parts.
5. *Darii regno*—What Darius was this, and how many Persian kings bore this name?
6. *Regno*—What case is this, and by what is it governed?
7. *Ipsos civibus suis pœnas daturos*—Translate these words quite literally.
8. Distinguish between consilium and concilium.
9. *Abhorrere*—Give the first meaning of this verb.
10. *Nihil*—Give a longer and a shorter form of this word, and its composition.
11. *Putet*—Give the first meaning of this verb, and a compound retaining the primary signification.
12. Give the four participles of extinguo.

13. Give the frequentative from sequor.
14. Give the signification of Auris, Aura, Aurum.
15. Give the Latin for, to Athens, from Athens, at Athens, to Miletus, from Miletus, at Miletus.
16. *Chersonesum reliquit*—What Chersonese was this? Mention any other that you know.
17. *Valuit*—Give the different meanings of valeo, the noun derived from it, and the compound signifying to recover.
18. Compare the adjective Amicus, and also its adverb.
19. Distinguish between liber and liber.
20. *Dominationi*—Trace this word upwards to its root.

GRAMMATICAL EXERCISES.

Translate the following sentences into Latin.

1. Every one thinks his own condition the most miserable.
2. A magistrate may be called a speaking law.
3. The covetous man, who always wants, cannot be rich.
4. Gold and purple harass the life of men with cares.
5. The recollection of past evils is pleasant.
6. One example of luxury or avarice does much evil.
7. The king did not know whether of them was Orestes.
8. Nothing is sweeter to the mind than the light of truth.
9. Human life is never free from troubles.
10. Do you not know that kings have long hands?
11. That is kept with great danger, which pleases many.
12. He is angry, not at the faults, but at the offenders.

2ND CLASS.

CÆSAR'S COMMENTARIES—GALLIC WAR.—Book 1st.

Translate the following sentences into Latin.

1. Orgetorix was compelled to plead his cause in chains.
2. Cæsar said that he could not, consistently with the practice and example of the Roman people, permit any one to march through the Province.
3. Having made this reply, he took his leave.
4. The Aedui put off from day to day.
5. The Boii and Tulingi brought up the rear of the enemy.
6. For ancient injuries done by the Helvetii to the Roman people, Cæsar exacted satisfaction from them in war.
7. They threw themselves, in tears, at Cæsar's feet.
8. The consequences were more serious to the victorious Sequani, than to the vanquished Aedui.
9. They doubted not that Ariovistus would inflict the severest punishment on all the hostages that were in his hands.
10. That proceeding broke off the conference.

Translate. Chap. 36th.

Ad haec Ariovistus respondit; Jus esse belli, ut qui vicissent, iis, quos vicissent, quemadmodum vellent, imperarent; item Populum Romanum victis, non ad alterius praescriptum, sed ad suum arbitrium, imperare consuêsse. Si ipse Populo Romanno non praescriberet, quemadmodum suo jure uteretur; non oportere sese a Populo Romano in suo jure impediri. Aeduos sibi, quoniam belli fortunam tentâssent, et armis congressi ac superati essent, stipendiarios esse factos. Magnam Cæsarem injuriam facere, qui suo adventu vectigalia sibi deteriora faceret. Aeduis se obsides redditurum non esse; neque iis neque eorum sociis injuriâ bellum illaturum, si in eo manerent, quod convenisset, stipendiumque quotannis penderent: si id non fecissent, longe iis fraternum nomen Populi Romani afuturum. Quod sibi Cæsar denunciaret, se Aeduorum injurias non neglecturum; neminem secum sine suâ pernicie contendisse. Quum vellet congrederetur; intellecturum, quid invicti Germani, exercitatissimi in armis, qui inter annos quatuordecim tectum non subissent, virtute possent.

1. *Imperarent*—Distinguish between imperare militibus, and imperare milites.
2. *Stipendiarios*—Distinguish between Tributarii, Stipendiarii, and Vectigales.

3. *Deteriora*—Distinguish between deterior and pejor.
4. Give the meaning of the phrase, convenire aliquem.
5. Give the different significations of pensum, a noun from pendo.
6. *Quotannis*—Explain fully this word.
7. Write down volo, nolo, malo, pater, mater, frater, soror, nemo, nomen, populus a people, and populus the poplar tree, marking the quantity of the first syllable of each.
8. *Tego*, I cover—Give the meaning of these derivatives, tectum, tector, tectorium, tegula, teges, marking any peculiarity that there may be in the quantity of any of them. Give also all the words in men and mentum derived from tego.

VIRGIL'S BUCOLICS—ECLOGUE IV.

Translate.

At, simul heroum laudes et facta parentis
Jam legere, et quae sit poteris cognoscere virtus;
Molli paullatim flavescet campus aristâ,
Incultisque rubens pendebit sentibus uva;
Et durae quercus sudabunt roscida mella.
Pauca tamen suberunt priscae vestigia fraudis,
Quae tentare Thetim ratibus, quae cingere muris
Oppida, quae jubeant telluri infindere sulcos.
Alter erit tum Tiphys, et altera quae vehat Argo
Delectos heroas; erunt etiam altera bella;
Atque iterum ad Trojam magnus mittetur Achilles.

1. *Sicilides Musæ*—Why so called?
2. *Jam redit et Virgo*—What virgin?
3. *Nec magnos metuent armenta leones*—Translate this, and give a parallel passage from Scripture.
4. *Alter erit tum Tiphys*—To what is the allusion here?
5. Translate *Nec varios discet mentiri lana colores.*
6. *Aries—croceo mutabit vellera luto*—What case is luto, and what rule of syntax would you apply to it?
7. *Numen*—Give the different meanings of this word, and the four compounds of nuo, with their signification.
8. Give all the cases of Tiphys, Argo, and Orpheus.

3RD CLASS.

SALLUST—CONSPIRACY OF CATILINE. Chap. XXXIII.

Translate. "Deos hominesque testamur, imperator, nos arma neque contra patriam cepisse, neque quo periculum homini faceremus, sed uti corpora nostra ab injuria tuta forent; qui, miseri, egentes, violentia atque crudelitate foeneratorum, plerique patriae, sed omnes fama atque fortunis, expertes sumus: neque cuiquam nostrûm licuit, more majorum, lege uti, neque, amisso patrimonio, liberum corpus habere: tanta saevitia foeneratorum atque praetoris fuit. Saepe majores vestrûm, miseriti plebis Romanae, decretis suis inopiae opitulati sunt: ac novissume memoria nostra, propter magnitudinem aeris alieni, volentibus omnibus bonis, argentum aere solutum est. Saepe ipsa plebes, aut dominandi studio permota, aut superbia magistratuum, armata a patribus secessit. At nos non imperium neque divitias petimus, quarum rerum causa bella atque certamina omnia inter mortales sunt; sed libertatem, quam nemo bonus, nisi cum anima simul amittit. Te atque senatum obtestamur, consulatis miseris civibus; legis praesidium, quod iniquitas praetoris eripuit, restituatis; neve eam necessitudinem imponatis, ut quaeramus, quonam modo ulti maxume sanguinem nostrum pereamus."

1. *Qui, miseri, egentes, &c.*—Where is the antecedent to qui to be found?
2. Mention the most common terms for the interest of money.
3. Explain the meaning of Usura Centesima.
4. Explain the meaning of Centesimæ renovatæ.
5. What rate of interest was permitted by the laws of the Twelve Tables?
6. What was usually the legal interest at Rome?
7. *Argentum ære solutum est*—Explain what proportion of the debt was paid, and by what law, and at what time passed.

8. Give the Latin words corresponding to the following terms—gold, silver, brass, iron, lead, tin.

9. *Sæpe ipsa plebes armata a patribus secessit*—State how often this occurred, and give the dates.

10. Distinguish between consulere cives and consulere civibus.

11. *Necessitudinem ut quæramus*—Express this more simply.

12. Give the force of the prepositions in the verbs pereo and intereo.

VIRGIL—Book VI.

Translate.

Di, quibus imperium est animarum, Umbraeque silentes,
Et chaos, et Phlegethon, loca nocte tacentia late,
Sit mihi fas audita loqui; sit, numine vestro,
Pandere res alta terra et caligine mersas.
Ibant obscuri sola sub nocte per umbram,
Perque domos Ditis vacuas, et inania regna:
Quale per incertam Lunam sub luce maligna
Est iter in silvis, ubi coelum condidit umbra
Jupiter, et rebus nox abstulit atra colorem.
Vestibulum ante ipsum, primisque in faucibus Orci,
Luctus et ultrices posuere cubilia Curae;
Pallentesque habitant Morbi, tristisque Senectus,
Et Metus, et malesuada Fames, ac turpis Egestas;
Terribiles visu formae; Letumque, Laborque;
Tum, consanguineus Leti, Sopor, et mala mentis
Gaudia; mortiferumque adverso in limine Bellum,
Ferreique Eumenidum thalami, et Discordia demens,
Vipereum crinem vittis innexa cruentis.

1. *Chaos*—Give its first meaning, and its Greek root.

2. *Phlegethon*—Mention the rivers in the infernal regions, giving also the Greek forms and roots.

3. Give the adjective and verb connected with caligo, darkness, with their significations.

4. Trace Luna back to its root.

5. Give the Greek words from which silva, somnus, sopor, serpo, sex, septem, super, sub, are respectively formed.

6. Give the derivation of vestibulum.

7. Mention a verb compounded of sub and faux.

8. *Ultrix*—Give the nom. pl. masc. fem. and neut.

9. Distinguish between senectus, senecta, and senium.

10. Mark the quantity of the first syllable of sopor, soporus, sopio, sopitus.

11. *Mens*—Give its Greek root, and some other Latin words similarly formed.

12. Mark the scanning of the line, Ferreique Eumenidum thalami, et discordia demens.

13. Give the different names of the Furies, collectively and individually, with the etymology of these names.

14. Distinguish between capillus, crinis, coma, caesaries, pilus, cirrus, and cincinnus.

Translate into Latin.

Demosthenes, the prince of ancient orators, was born at Athens, and chiefly employed his eloquence in defending the liberties of his country against Philip, king of Macedon. His eloquence, however, for which he was so highly distinguished, proved his ruin; for Antipater, having conquered the Athenians, demanded that all their orators should be given up to him; and Demosthenes, that he might not fall into his hands, took poison, and died in the sixtieth year of his age.

GREEK.—1st Class.

Greek.—Xenophon's Anabasis. 3 Chapters of Book 1st.

1. State how many Persian monarchs bore the name of Darius, and which of them is spoken of here.
2. Give the date of Cyrus' expedition.
3. Translate the expression, *τουτο δ' αν ουτω τριφαμενον ελαυθανειν αυτην το στρατευμα*, and give the different tenses of *τριφω* and *λανθανω*, as used by Attic writers.
4. *απεστηναι προς Κυρον*—Mention what part of the verb *απεστηναι* is, and give also the Pres., Imp., Fut., 1st Aor., 2nd Aor., Perf., and Plup., of *ιστημι* with the meaning of each, and, in the same way, the same tenses of the compound here.
5. Explain—*οικοι, οικοθι, οικοθεν, οικαδε, οικονδε.*
6. Give the significations of *οφιλω, ωφελιω, οφελλω.*
7. *ὁτι εκτος Ἑλλαδος ηττηθεις τη μαχῃ απεχωρει*—Translate these words, and state also what battle is referred to, and the date of it.
8. Explain the words *χωρα, χωρος, χωριον, χωρις, χωριζω, χωρεω.*
9. *λεγων ὁτι λελοιπως εἰη Ξενοφωντα τα ακρα*—Translate this, and state what *λελοιπως εἰη* is a circumlocution for.
10. *μισθωθηναι δε ουκ εφη τουτῳ εφασαν*—Translate this, and give the meaning of the Act. Mid. and Pass. of *μισθοω.*
11. Translate into Greek—I was well treated by him.
12. *ει μεν δη δικαια ποιησω, ουκ οιδα, αλλησομαι δ' ουν υμας, και συν θεω, ὁτι αν δυνῃ, πειρασομαι*—Translate this, marking distinctly the force of the particle *ουν.*
13. *ελεγε θαρρειν, ως καταστησομενων τουτων εις το δεον*—Translate these words literally, so as to show the precise meaning of *καταστησομενων.*
14. Give the meaning of *ποιητος, ποιητεος, διαβατος, διαβατεος, σκεπτεος.*
15. Translate—*Εγω γαρ οκνουν μεν αν εις τα πλοια εμβαινειν, ἁ ἡμιν δοιη, μη ἡμας αυταις ταις τριηρεσι καταδυσῃ· φοβοιμην δ' αν τῳ ἡγεμονι, ᾧ αν δοιη, ἑπεσθαι, μη ἡμας αγαγοι, ὁθεν ουκ ὁιον τε εσται εξελθειν· βουλοιμην δ' αν, ακοντος απιων Κυρου, λαθειν αυτον απιθων· ὁ ου δυνατον εστι.*

Gospel of Matthew.

1. What is Bloomfield's opinion with regard to the language in which this Gospel was originally composed.
2. About what time is it probable that this Gospel was written?
3. Translate—*εστυνηστο πρ' αυτων τοῦ ὁ Χριστος γενεσθαι.*
4. *χρηματισθεντες κατ' οναρ*—Translate these words, and give the principal meanings of the verb *χρηματιζω.*
5. Translate—*Τοτε Ἡρωδης ἰδων ὁτι ενεπαιχθη ὑπο των μαγων, ἐθυμωθη λιαν, και αποστειλας ανειλε παντας τους παιδας τους εν Βηθλεεμ, και εν πασι τοις ὁριοις αυτης, απο διετους και κατωτερω, κατα τον χρονον ὁν ηκριβωσει παρα των μαγων.*
6. Parse—*διετους.*
7. Translate—*αφανιζουσι τα προσωπα*, and give the different meanings of *αφανιζω.*
8. *σης*—Give the genitive.
9. Translate—*τις δε εξ ὑμων, μεριμνων, δυναται προσθειναι επι την ἡλικιαν αυτου πηχυν ἑνα.*
10. Translate—*Η τις εστιν εξ ὑμων ανθρωπος, ὁν εαν αιτηση ὁ ὑιος αυτου αρτον, μη λιθον επιδωσει αυτῳ*; and point out the most emphatic word in the sentence.
11. Translate—*ιδεηνησαμην ὑμιν, και ουκ επεψασθε*, and give the meanings of *ποντω, ποντομαι, καμμα, ποντη, ποντις, ποντος, ποντιτος, ποντιζω, ποντιων, ενυποντος, προποντα*, and the phrase *νυξ περυπνψι.*
12. Mark the quantity of the penult. of the following words—*αξινη, Σαφνος, ανυδρος, πρινω, πριμα, πρισις, διαπρησασθαι, τριζω*, its Perf. *τετριφα*, 2nd Aor. Pass. *ετριβην, απολλυω*, its 1st Aor. *απειλυσα. Ζυμη, πεφυκα.*
13. *Αιγιαλος*, the shore—Give its composition.
14. Distinguish between *χωλος* and *κυλλος.*
15. *και ὁ εαν δησης επι της γης—και ὁ εαν λυσης*—Give the meaning of the two verbs.
16. *Ανεχω*, I hold up—Give the Imp. and 2nd Aor. Mid. and the verbal noun.
17. Give the meanings of *δυναμαι, δυναμοω, δυνατιω, δυνατεινω, δυνατος, αδυνατος, αδυνατιω.*
18. Translate—*συναιρειν λογον μετα τινος.*
19. *σκηλαιον*—Give its root, and another derivative, with the three Latin terms formed from the Greek, marking the quantity of the first syllable of each of the Latin words.

20. Distinguish between μεταμιλεομαι and μετανοεω.

21. Translate—ὁταν ουν ιδητε το βδελυγμα της ερημωσεως, το 'ρηθεν δια Δανιηλ του προφητου, ἑστος εν τοπῳ ἁγιῳ (ὁ αναγινωσκων νοειτω') τοτε οἱ εν τῃ Ιουδαιᾳ φευγετωσαν επι τα ορη.

22. Give the meaning of the phrase παρεχειν κοπους τινι.

23. Translate—και ελαβον τα τριακοντα αργυρια, την τιμην του τετιμημενου, ὁν ἐτιμησαντο απο υἱων Ισραηλ· και ἐδωκαν αυτα εις τον αγρον του κεραμεως· καθὰ συνεταξε μοι Κυριος.

Xenophon's Anabasis. Book 2nd, Chap. 5th.

Translate—"Εγω, ὦ Τισσαφερνη, οἶδα μεν ἡμιν ὁρκους γεγενημενους, και δεξιας δεδομενας, μη ἀδικησειν ἀλληλους· φυλαττομενον δε σε ἱερὰ ὁις τελειμους ἡμᾶς· και ἡμεις ὁρῶντες ταυτα, αντιφυλαττομεθα. Εστι δε σκοπῶν ουδεν δυναμει ουτι σε ανεισθαι στρατευοντα ἡμᾶς παρασπονδα, ἐγω τε σαφῶς οἶδα ὁτι ἡμεις γε ουδ' ἐπινοοῦμεν ουδεν τοιοῦτον, ἰδοὺ μοι ως λογους σου ἀληθῶς, ὁτου, ει δυναμεθα, ἐξελομεν ἀλληλων την απιστιαν. Και γαρ οἶδα ηδη ανθρωπους, τους μεν εκ διαβολης, τους δε εξ ὑποψιας, ὁι φοβηθεντες ἀλληλους, φθασαι βουλομενου περι παθεῖν, ἐστασαν ανηκεστα κακα τους ουτι μελλοντας ουτε βουλομενους τοιοῦτον ουδεν. Τας οὖν τοιαυτας αγνωμοσυνας νομιζων συνουσιας μαλιστα αν παυεσθαι, ἡκω, και δεδασκειν σε βουλομαι ὡς συ ἡμιν ουκ ορθῶς απιστεῖς.

1. Give the derivation of ὁμως, a diminutive and verb from it, with the compound verbs meaning respectively, to observe your oath, and to violate it.

2. δεξιος, right—Give four different terms for *left*.

3. Distinguish between ἀδικειν and ἀδικεισθαι.

4. Give the meaning of φυλαττω, Act. and Mid. with the Latin verbs corresponding to each, and the signification of σκοποφυλαξ.

5. σκοπεω—State what parts of this verb are really in use—and give the meanings of ἐπισκοπος and κατασκοπος.

6. Translate these phrases—εν ποιῃ τυχη, κακως ποιεῖν τινα—εν παρεχειν ὑπο τινος πολλους παρεχειν ὑπο τινος, εν πραξει, κακως πραξειν.

7. Give the signification of the verbs ἐπομαι, μιτανοεω, παρεμαι, ὑπεσχομαι, and mention the noun derived from each of them.

8. Ανηκεστος—Give its component parts.

9. Give the meaning of φοβεω, Act. and Mid. the noun and adjective connected with it, and the meaning of φοβη.

10. Give the meanings of ουσια, παρουσια, απουσια, ἐξουσια, συνουσια, with the root.

11. Distinguish between ορθος and ορθρος.

12. Explain the expressions διδασκειν τινα σοφον and διδασκεσθαι τινα σοφον.

ARITHMETIC.

1st Class.

Find the value of 57$\frac{3}{4}$ articles at 2*l*. 14*s*. 7$\frac{1}{2}$*d*. each.

Find (by Practice) the value of 7,435 yards, at 16*s*. 4$\frac{1}{2}$*d*. per yard.

Paid 67*l*. 14*s*. for 5 cwts. 17 lbs.—What is the price of 4 cwts. 3 qrs. at the same rate?

How many acres of land may be rented for 50*l*., when 4*l*. 19*s*. 7*d*. was given for 2 acres 3 roods 17 poles?

What is the interest of 6,793*l*. 15*s*., at 3*l*. 17*s*. 6*d*. per cent.?

If 47 men take 32$\frac{3}{4}$ days to do a piece of work, how many days will 39 men take to do the same?

Add these fractions, $\frac{3}{4}$, $\frac{5}{8}$, $\frac{2}{15}$, $\frac{5}{6}$, and $\frac{7}{12}$.

What is the difference between $\frac{4}{5}$ of 9$\frac{1}{2}$ and $\frac{3}{4}$ of 10$\frac{1}{5}$?

Give the continued product of $\frac{3}{5}$, $\frac{5}{9}$, and 6.

How many times is $\frac{3}{4}$ of $\frac{5}{8}$ contained in 4$\frac{7}{12}$?

Find a fourth proportional to 6$\frac{2}{5}$, 7$\frac{1}{3}$, and 5 (by decimals).

If 4$\frac{3}{8}$ lbs. cost 9$\frac{3}{4}$*l*., what is the cost of 7$\frac{1}{4}$ lbs.?

Reduce $\frac{657}{1168}$ to its lowest terms.

2nd Class.

What is the interest of 625*l*. for 7 years 9 months, at 4$\frac{1}{2}$ per cent. per annum?

How many cwts. will be got for 9*l*. 17*s*. 4$\frac{1}{2}$*d*., at the rate of 2*s*. 6*d*. for 5 lb. 7 oz.?

If 24 men can reap 32 acres in 5 days, how many days will 37 men take to reap 24 acres?

What decimal fractions are equal to $\frac{1}{8}$, $\frac{1}{125}$, $\frac{1}{12}$ and $\frac{1}{7}$?

Reduce these decimal fractions, ·725, ·20166′, ·025, to common fractions.

A can do a piece of work in $4\frac{2}{3}$ days; B can do the same in 5 days. How many days will they take working together?

A man possessed of $\frac{4}{16}$ of a ship, sold $\frac{3}{5}$ds. of his share for 2000*l.*; what was the whole ship worth?

What is the product of $7\frac{1}{16}$ and $9\frac{1}{19}$? (found by decimals.)

What number multiplied by itself will produce $27\frac{2}{3}$?

A room is 22 feet 6 inches long, and 17 feet 8 inches broad; what will a carpet for it cost at 3*s.* 9*d.* per square yard.

3rd Class.

How long must 875*l.* be at interest at 5 per cent. to amount to 1000*l.*? Simple interest.

What is the compound interest of 600*l.* for three years at $4\frac{1}{2}$ per cent. per annum?

If 9 yards 3 nails cost 4*l.* 16*s.* 8*d.*, what is the cost of 4 yards 1 quarter? (To be solved both by common and decimal fractions.)

The area of a room is 406 feet 11 inches, 8″, and its length is 24 feet 11 inches; find its breadth by duodecimals.

Find the square root of 27889, and of $\frac{4}{9}$.

Add $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{5}$, $\frac{1}{12}$, and $\frac{7}{12}$, as common fractions.

Reduce the same to decimal fractions, and add them; show that the results are the same.

Reduce 06081081, &c., to a common fraction.

Multiply $7\frac{3}{4}$ by $\frac{2}{3}$ of $\frac{1}{5}$.

Find a fourth proportional to $6\frac{1}{2}$, 7, and $4\frac{1}{10}$, decimally.

Divide the number 198 into four parts which shall be in the proportion of 4, 5, 6, and 7.

A got $\frac{4}{13}$ of a sum of money, B got $\frac{11}{18}$ of what A left, and C got the remainder, which was one pound less than A's share; what did each get?

ALGEBRA.

2nd Class.

Multiply $4a^2 - 3ab + 2b^2$ by $2a^2 + 3ab - 2b^2$.

Divide $9a^4 - 4a^2b^2 - 4ab^3 - b^4$ by $3a^2 + 2ab - b^2$.

Add $\frac{2a^2}{3}$, $\frac{3a - 4a^2 + 2b}{4}$ and $\frac{5b - 3a + 7}{2}$.

Multiply $4a^2 + \frac{a^2 - 3a}{2}$ by $3a^2 - \frac{4a - 5}{6}$.

What is the value of x, when $4x - x = 29 - 3x$.

Find the value of x, when $3x - \frac{2x+4}{5} = \frac{x}{4} +$.

Find the values of x and y, when $\left.\begin{aligned} 3x + 4y &= 25 \\ 5x - 2y &= 7 \end{aligned}\right\}$

Find the values of x and y, when $\left.\begin{aligned} 2x - \frac{y}{2} &= 10 \\ 2y - \frac{x}{2} &= 5. \end{aligned}\right\}$

The sum of two numbers is 17, and the difference of their squares is 34—what are they?

Show that the sum and difference of any two unequal numbers, when added together, give twice the greater of the two numbers—and when subtracted give twice the less.

3RD CLASS.

Multiply $3a^3 - \frac{2a}{3} + \frac{1}{2}$ by $\frac{4a^2}{3} - \frac{a+1}{2}$.

Raise $2a - 3b$ to the third power.

Find the square root of $4a^4 - 12a^3 + 13a^2 - 6a + 1$.

Find the square root of $a^4 - a^3 + \frac{5a^2}{4} - \frac{a}{2} + \frac{1}{4}$.

Give the first four terms of $(a - b)^n$ expanded.

Add $\sqrt{18}$, $4\sqrt{50}$, and the product of $(\sqrt{5} + \sqrt{3})$ by $(\sqrt{5} - \sqrt{3}.)$

Give the simplest form of $\frac{\sqrt{6} + \sqrt{5}}{\sqrt{6} - \sqrt{5}}$.

Prove that the sum of the squares of any two unequal numbers exceeds twice heir product.

Find x and y, when $ax + y = n$, and $ay + x = m$.

Find x and y, when
$$\left.\begin{aligned} 3x + \frac{4x - 3y}{5} &= 9 \\ 5y - \frac{2x + y}{2} &= 15. \end{aligned}\right\}$$

Find x when $9 - \frac{9}{x} = 2x$.

The sum of two numbers is 14 and their product 45, find them.

Given $\sqrt{10x + 6} - \sqrt{x + 6} = x$, to find x.

Divide 41 into two parts such, that the product of the square roots of the parts may be 20.

GEOMETRY.

2ND CLASS.

Define a circle,—a right angle,—parallel lines.

State concisely the difference betwecn *a direct* and *an indirect* demonstration.

Prove that the exterior angle of a triangle is greater than either of the interior opposite angles.

Prove that the exterior angle is equal to both the interior and opposite angles.

Prove that equal triangles upon equal bases are of the same altitude.

If a triangle and parallelogram be upon the same base and between the same parallels, the triangle is half of the parallelogram.

Prove the diagonals of a square equal, and that they mutually bisect each other.

The opposite sides of a four-sided figure are equal, prove it a parallelogram.

The line which bisects the two sides of a triangle is parallel to the base, prove it.

A straight line and two points without it being given—draw from these points two equal lines, meeting in the same point in the given line.

3RD CLASS.

Define a parallelogram, and similar figures.

Prove that parallelograms on the same base and between the same parallels are equal.

The square on one side of a triangle is equal to the squares on the other two sides, what kind of a triangle is it? Prove your assertion.

Prove that equal chords in a circle are equally distant from the centre.

Prove that similar triangles have the sides about their equal angles proportional

Prove that any rectilineal figure described upon the hypothenuse of a right-angled triangle is equal to two similar figures described upon the other two sides of the triangle.

Lines are drawn from the ends of the base of a triangle to bisect the opposite sides—these lines are both divided into parts which are in the proportion of two to one. Prove it.

A four-sided figure has two of its opposite sides parallel, and it is bisected by its diagonal,—what kind of figure is it? Prove your assertion.

The sides of a triangle are 65, 70, and 75,—what is the length of the perpendicular on side 70?

EDINBURGH NORMAL SCHOOLS. 1847.

QUESTIONS ON THE SHORTER CATECHISM.

1. For what purpose was the Shorter Catechism drawn up? In what year was it ratified by Act of Parliament?

2. How many of the questions may be said to be introductory? Of what two great subjects does the Catechism treat?

3. State the terms of the Covenant of Works, with whom made, and by whom broken.

4. Give the answers in the Catechism which show the extent and effects of the fall.

5. Why is the new covenant called a covenant of grace? Who are the parties, and what is the design of this covenant?

6. What answers refer to the *Person*, *Character*, and *Offices* of the Redeemer?

7. Give the questions and answers showing the *agency* and *work* of the Holy Spirit.

8. Analyse and prove the answer to the question, What is sanctification? Why is it called a work? Explain what is meant by, 1. *Renewal of the whole man*; 2. *After the image of God*; 3. *Dying unto sin*; 4. *Living unto righteousness.*

9. How many of the commandments declare man's duty to God, and how many his duty to his neighbour?

10. State, in the words of the Catechism, what *special* duties are required of man under the Gospel dispensation.

11. What is saving faith, and by whom produced?

12. What are the outward and ordinary means of grace? In what sense is the word *means* to be understood?

13. When, by whom, and for what purposes were the Sacraments of the New Testament instituted?

14. What is said in the Catechism regarding the *efficacy* of the Sacraments?

15. Show the analogy, in several particulars, between the *sensible signs and the things signified*, in Baptism and the Lord's Supper.

16. What errors exist in reference to the *number*, the *elements*, the *time*, and the *manner of administering and receiving* and the *efficacy* of the sacraments?

BIBLE HISTORY.

1. What is the great design of the Bible?

2. How was the truth known by Adam preserved in the earliest ages of the church? How many persons were necessary to transmit this knowledge from Adam to the times of Abraham?

3. State the great divisions in which the books of the Old Testament have been classed. Give the writings contained under each division.

4. On what points does the book of Genesis afford us information which is not to be found in any other record?

5. Give the dates of the Deluge—the Call of Abraham—the Exodus of the Israelites—the Dedication of the Temple—the Captivity of Judah—the Close of the Old Testament.

6. How long were the children of Israel in Egypt? What was their condition during that period? What remarkable circumstances immediately preceded their Exodus?

7. What evidence for the Divine Origin of the Mosaic Law is furnished by the circumstances in which it was given?

8. When was each of the annual festivals held? What was each intended to commemorate?

9. What was the nature of the Jewish government in the time of the Judges? Of what sins were the Israelites frequently guilty during that time? How were they punished?

10. Mention the most distinguished of the Judges, and the most remarkable events of their government.

11. In whose reign did Elijah live? What miracles did he work? For what was he remarkable?

12. State the duration of the kingdoms of Israel and Judah to the time of their re-

GRAMMAR—2ND CLASS.

1. State the divisions and subdivisions of nouns.
2. What are abstract nouns?
3. Write three abstract nouns of Latin origin and of different terminations. Give the Saxon synonymes of the words.
4. Assign a reason for words in *s*, *x*, *sh*, and *ch* soft, forming the plural by adding *es*.
5. Enumerate the nouns having two plurals to express different ideas. Distinguish the plurals in their application.
6. When is the comparative used?—when the superlative?
7. Give the rules for comparing *black*, *white*, and *red*.
8. Show that the last rule is applicable to other parts of speech.
9. When is *we* used with reference to *one* person only?
10. What is the possessive of *which*?
11. Enumerate the compound relatives.
12. How are *this* and *that* applied?
13. How many personal changes in the present tense of verbs? How many in the past? Name a verb having four.
14. Apply *be*, *do*, *have*, and *will*, (1.) As auxiliaries; (2.) As principal verbs.
15. Give a critical notice of *shall* and *will*.
16. By what general rule of *derivation* may adjectives in *ly* be distinguished from adverbs of the same termination?
17. In how many ways may *still*, *like*, *more*, *no*, and *either* be parsed? Give examples.
18. What do those verbs imply that take after them two objectives? Give the full construction.
19. After what adjectives is the preposition *to* omitted?
20. Give the construction of *I love James better than you*.
21. Apply the rules of syntax to the following words:—*Give him what he wants*.

GRAMMAR—3RD CLASS.

1. What is a Grammar rule?
2. On what principle are abstract nouns derived from adjectives?
3. Distinguish between *veracity* and *verity*.
4. Whether are *much*, *bad*, *go*, and *am*, defective or irregular in their inflections? Give the reason of your statement.
5. Notice the various uses of the present tense of verbs.
6. Distinguish between the past and perfect in their application.
7. What may be the *subject* of a verb? Give examples.
8. What the *object*? Give examples.
9. Arrange the following words in two classes, of three words each, and state the principle of arrangement—*both*, *all*, *any*, *either*, *neither*, *none*.
10. Mention the usual cases of poetical licence.

> "The north-east spends his rage; he now shut up
> Within his iron cave, the effusive south
> Warms the wide air and o'er the void of heaven
> Breathes the big clouds with vernal airs distent."
>
> *Thomson's "Spring."*

11. Underline all the words derived from the Latin, and give their meaning and roots.
12. Give the roots, and cognate words of *shut*, *south*, *big*, *cloud*, and *heaven*.
13. Notice the construction of *he*, and other applications of *void*.
14. Point out the figures used by the poet.
15. Name the measure here employed, and that of Thomson's other chief work.
16. With what line does the stanza of the latter always close?
17. Give a short account of the author; the date and place of his birth; his writings; his contemporaries; his character, personal and poetical.

HISTORY—1ST CLASS.

1. What circumstance shows the low state of Education in Scotland in the reign of Malcolm III.?
2. In what manner did David I. chiefly distinguish himself?

3. What event gave rise to the contention between Bruce and Baliol?
4. Give a short sketch of the history of Wallace.
5. How was the Independence of Scotland secured, and when was it acknowledged by the English?
6. Enumerate the victories of Edward III. and his son in France.
7. Name the first king of the Stuart family, and mention his relationship to Bruce.
8. Relate the circumstances attending the death of each of the first three Jamess.
9. By what battle were the Wars of the Roses terminated?
10. What impostors disturbed the reign of Henry VII.?
11. What disastrous defeat did the Scotch sustain about this time?
12. Which of Henry the VIII 's children favoured the Reformation?
13. Name the most distinguished victims of Mary's cruelty in England.
14. By what conduct is the character of Elizabeth stained?
15. Give a short account of Knox.
16. What contemporary of his was eminent for classical learning, and what office did he fill?
17. How did the Papists attempt to regain the ascendancy in the reign of James VI.?
18. Give the dates of the conquest of Ireland, and of its legislative union with Great Britain.
19. Give the dates of the union of the English and Scottish crowns, and of the legislative union of the two countries.
20. What benefits have resulted to both from these events?

HISTORY—2ND CLASS.

1. What early Scottish kings have had their names associated with the literature of England, and by whom?
2. In whose reign did the Saxons take refuge in Scotland, and what was the effect on the natives?
3. State the respective grounds on which Bruce and Baliol claimed the Scottish crown, and whose were the stronger?
4. What acts of cruelty were perpetrated by Edward I.?
5. Notice the progress of the English constitution during his reign.
6. Sketch the character of Edward II.
7. Where, and by whom were the Scots defeated in the succeeding reign?
8. In whose reign, and against whom was religious persecution commenced in England?
9. What parties were engaged in the battle of Shrewsbury?
10. Which of the Scottish kings first distinguished himself as a poet? Give an account of his early education.
11. What are the two most important events in the history of Europe during the 15th century?
12. Give an account of a distinguished ecclesiastic and statesman who flourished in England at this time.
13. What was the immediate cause of the Reformation in England?
14. Notice the misfortunes by which the reign of James V. was terminated.
15. Name the most distinguished Martyrs of Scotland in the 16th century.
16. Retrace the succession of the English and Scottish monarchs to the event by which the royal lines were connected.
17. Notice the chief events in the life of Cromwell.
18. What circumstances brought William III. into odium with the Scots?
19. Enumerate the victories of Marlborough, and state the results as regards Britain.
20. Name and date the eras in the history of the Church of Scotland.

HISTORY—3RD CLASS.

1. State the three grand divisions of General History, and give the dates between which they are comprehended.
2. Notice the events which mark the separation between the first and second, and between the second and third.
3. What nations first distinguished themselves in literature and the arts?
4. Name the most important republics of Greece, their respective lawgivers, and most famous generals.

5. What circumstances prepared the way for the subjugation of Greece by Philip?
6. Enumerate the victories of Alexander the Great.
7. How and among whom were the dominions of Alexander divided? Notice the prophecy thus fulfilled.
8. What were the successive forms of government among the Romans?
9. What gave rise to the first of the Punic wars, and under whose leadership were they carried on?
10. By whom was the Roman Empire divided into the Eastern and Western Empires? Name the countries comprehended in each.
11. Describe the feudal system, and state its origin.
12. Name the founder, and enumerate the countries comprehended in the New Empire of the West.
13. State the ecclesiastical, political, and commercial results of the crusades in Europe.
14. Of what *line* were those *English* sovereigns who, after the granting of Magna Charta, exercised the highest prerogative? What enabled them to do so?
15. What frustrated the ambitious views of the Emperor Charles V.?
16. Notice the points of difference, as regards instrumentality and results, between the Reformation in Scotland and in England?
17. By whom, and at what times, were the United States colonized?
18. What circumstances led to the speedy overthrow of the Protectorate?
19. What functions are respectively performed by King, Lords, and Commons?
20. Give the genealogy of Queen Victoria from Robert Bruce.

GEOGRAPHY—1ST CLASS.

1. What is the distance of the earth from the sun? From the moon?
2. State the arguments against the supposition that the sun moves round the earth?
3. From what appearances in the heavens do we infer the rotundity of the earth?
4. What are the boundaries of the North and South Temperate Zones? State the distance of the northern boundary of each from the equator.
5. Which hemisphere contains the greater portion of land? (1.) Northern or southern? (2.) Eastern or western?
6. What place does Europe hold among the general divisions of the earth as regards (1.) Extent; (2.) Population?
7. Name the chief peninsulas of Europe, and mention the direction in which they stretch.
8. Name the mountain ranges in the order of their height?
9. Name the chief rivers, and describe their course.
10. Name the capitals and second cities of the countries washed by the Mediterranean.
11. What cities claim the honour of the invention of printing, and where are they situated?
12. Name the towns that figure in the History of the Reformation, and state for what they are remarkable.
13. Name the highest mountains of Scotland, and give their heights nearly.
14. Name ten of the chief towns of Scotland, giving their situation, and mentioning any thing for which they are remarkable.
15. Describe the boundaries of England.
16. Draw an outline of England and Wales, giving the position of mountains, the course of rivers, and the sites of twenty chief towns, distinguishing them as commercial, manufacturing, ecclesiastical, or literary, by the signs O T + Δ respectively.
17. Give the boundaries of Palestine, and state its length and breadth.
18. Name the mountains, and give their position.
19. Name the lakes, and mention for what they are remarkable.
20. What tribes had their position on the east of the Jordan.

GEOGRAPHY—2ND CLASS.

1. Distinguish between a sidereal and a solar day, and give the difference in time.
2. What is meant by the earth being in aphelion and perihelion?
3. State the cause and direction of the trade winds.
4. What ratio does the height of Dhawalagiri bear to the earth's diameter?
5. Name the chief whirlpools of Europe, and state their position.

1. *Domi*—Why in the genitive case?
2. *Præessent*—Why is the form of the verb usually termed subjunctive here employed?
3. *Miltiades*—State the name of his country, and father, and give an account of his early dispositions.
4. *Quos*—Why masculine plural, and why in the accusative case?
5. *Mœnia*.—State the difference of meaning between this word and paries.
6. *Hostibus*—Explain the difference in meaning between this word and inimicus.
7. *Castra*—Give its primary signification.
8. *Accessurum*—Give the three principal parts of cedo, cædo, and cado.
9. Give the same parts of accedo, accido, and accido, their compounds with ad.
10. *Virtute*—Distinguish between the ordinary meaning of this word in Latin, and its English derivative, virtue.
11. *Hostes*—Why in the accusative case?
12. *Animadverterent*—Give its component parts.
13. *Audere*—Give one or two other verbs termed neuter passive.
14. *Atheniensibus auxilio*—Why both in the dative?
15. *Platæensium*—Why in the genitive?
16. Where is Platæa situated?
17. Between what nations was a famous battle subsequently fought in its vicinity?
18. Give the names of those who had the chief command in the two armies.

GRAMMATICAL EXERCISES.

Translate the following sentences into Latin:—

1. The way to the stars from the earth is not easy.
2. Anger soon dies with a good man.
3. Drunkenness is a voluntary madness.
4. Do not think that any virtue is without labour.
5. Cicero says that anger is the beginning of madness.
6. Rage and anger hurry on the mind.
7. Beware of pleasure, the mother of all evils.
8. Pythagoras was a man of no mirth.
9. A mind conscious of what is right laughs at the lies of fame.
10. Fortune is sometimes kind to me, sometimes to another.
11. Nothing is more lovely than virtue.
12. It is the property of a great mind to slight injuries.

LATIN—2ND CLASS.

CÆSAR'S COMMENTARIES—GALLIC WAR.—BOOK 1ST.

Translate the following sentences into Latin.

1. Divitiacus besought him not to form any determination against his brother.
2. He begs him to put an end to his entreaties.
3. Considius says that the hill which he wishes to be seized upon is in the possession of the enemy.
4. He sent his cavalry to restrain the attack of the enemy.
5. It occasioned much embarrassment to the Gauls.
6. They fought a long time, and keenly, with doubtful success.
7. Some retreated to the hill, the others had recourse to their waggons.
8. Our men gained possession of the baggage and encampments.
9. The chief men of the states came to Cæsar as ambassadors to congratulate him.
10. The issue has been not less to the advantage of Gaul than of the Roman People.

Translate Chap. xli.

Hac oratione habita, mirum in modum conversae sunt omnium mentes, summaque alacritas, et cupiditas belli gerendi innata est: princepsque decima legio per tribunos militum ei gratias egit, quod de se optimum judicium fecisset; seque esse ad bellum gerendum paratissimam confirmavit. Deinde reliquae legiones per tribunos militum, et primorum ordinum centuriones, egerunt, uti Caesari satisfacerent: se neque unquam dubitasse, neque timuisse, neque de summa belli suum judicium, sed imperatoris, esse existimavisse. Eorum satisfactione accepta, et itinere exquisito per Divitiacum, quod ex aliis ei maximam fidem habebat, ut, millium amplius quinquaginta circuitu, locis apertis exercitum duceret, de quarta vigilia, ut dixerat, profectus est. Septima die,

quum iter non intermitteret, ab exploratoribus certior factus est, Ariovisti copias a nostris millibus passuum iv et xx abesse.

1. *Gerendi*—Whether meant here to be in the active or passive form.
2. *Decima*—Explain the difference between "*decem legiones*," "*denæ legiones*," and "*decima legio*."
3. *Per*—Distinguish between *per* with the accusative, and *a* or *ab* with the ablative.
4. *Tribunos*—Whence immediately derived? What other *tribuni* were there besides the *militares*?
5. *Centuriones*—What name was given to the first centurion of the Triarii?
6. *Satisfaceret*—State why in the imperfect tense.
7. *Dubitâsse*—The difference of meaning had the present of the infinitive been employed.
8. Why is *suum* in the nominative case, whilst *imperatoris* is in the genitive?
9. *Exercitus*—Explain the differences in meaning between *exercitus*, *acies*, and *agmen*.
10. *Vigilia*—At what hour according to our mode of reckoning time?
11. *Ut*—The difference in meaning between employing this word with the indicative and subjunctive.
12. Translate the last clause literally.
13. Of how many Roman feet did the passus consist?
14. Supposing the Roman foot to be 11.65 English inches, state the distance here spoken of in English miles.

VIRGIL'S BUCOLICS—ECLOGUE V.

TRANSLATE.

Sed tu desine plura, puer; successimus antro.
Extinctum Nymphæ crudeli funere Daphnin
Flebant; vos coruli testes et flumina Nymphis;
Quum complexa sui corpus miserabile nati
Atque deos atque astra vocat crudelia mater.
Non illi pastos illis egere diebus
Frigida, Daphni, boves ad flumina; nulla neque amnem
Libavit quadrupes, nec graminis attigit herbam.
Daphni, tuum Pœnos etiam ingemuisse leones
Interitum, montesque feri silvæque loquuntur.
Daphnis et Armenias curru subjungere tigres
Instituit, Daphnis thiasos inducere Bacchi,
Et foliis lentas intexere mollibus hastas.

1. *Daphnin*—Give its genitive case.
2. *Flumina*—Give its derivation, mark the quantity of its first syllable, as also that of fluvius.
3. *Complexa*—Give the primary meaning of the simple verb plecto.
4. *Mater*—Give a Latin adjective derived from each of the words mater, pater, and frater, marking the quantity of their first syllables.
5. *Libavit*—Express the connexion between the primary meaning of this word and that which it here obtains.
6. *Thiasos*—Point out what they were.
7. *Foliis*—Name the instrument described in this line by a single word.
8. *Hastas*—Say what sort of leaves were twined around the *hastæ*.
9. Show what is meant by the term *Cæsura* in versification.
10. Which of the *Cæsuræ* gives the best *rythm* to the line?
11. Mark all the instances in which the Cæsura of finest rythm occurs in the above passage.

LATIN—3RD CLASS.

SALLUST—CONSPIRACY OF CATILINE. CHAP. XVIII.

L. Tullo, M. Lepido consulibus, P. Autronius et P. Sulla, designati consules, legibus ambitus interrogati, poenas dederant. Post paullo Catilina, pecuniarum repetundarum reus, prohibitus erat consulatum petere, quod intra legitimos dies profiteri nequiverit. Erat eodem tempore Cn. Piso, adolescens nobilis summae audaciae, egens, factiosus, quem ad perturbandam rempublicam inopia atque mali mores stimulabant. Cum hoc Catilina, et Autronius, circiter nonas Decembris,

consilio communicato, parabant in Capitolio kalendis Januariis L. Cottam et L. Torquatum consules interficere, ipsi, fascibus correptis, Pisonem cum exercitu ad obtinendas duas Hispanias mittere. Ea re cognita, rursus in Nonas Februarias consilium caedis transtulerant. Jam tum non consulibus modo, sed plerisque senatoribus, perniciem machinabantur. Quod ni Catilina maturasset pro curia signum sociis dare, eo die, post conditam Urbem romanam, pessumum facinus patratum foret. Quia nondum frequentes armati convenerant, ea res consilium diremit.

1. *Pœnas dederant*—Mention other verbs used with *pœnas* in the same sense as *dare*. What verbs combined with *pœnas*, mean to inflict punishment?
2. What is the strictly literal meaning of the words *pecuniarum repetundarum reus*? Which of these words is frequently omitted?
3. What alteration would be made in the sense by reading *nequiverat* instead of *nequiverit*?
4. Express in Latin, "Catiline communicated his design to Piso."
5. What were the *fasces*? What was sometimes connected with them? By whom were they carried?
6. *Eâ re cognitâ*—Express the same idea by means of the active voice of the verb.
7. State the literal meaning of the word *ambitus*, and the connexion between that and the meaning in this passage.
8. How long was the period implied in the *dies legitimi* here mentioned?
9. What day of the month, according to our reckoning, corresponds with the Nones of February? What other division of the month was there besides the Kalends and Nones? Mention the days corresponding to each in the month of March.
10. What was the date of the discovery and suppression of the Catilinarian conspiracy? Express the year with reference to the building of Rome, the Christian era, and the consuls who were then in office.

VIRGIL—ÆNEID VI.

Quin Decios, Drusosque procul, sævumque securi
Aspice Torquatum, et referentem signa Camillum
Illæ autem, paribus quas fulgere cernis in armis,
Concordes animæ nunc, et dum nocte prementur,
Heu quantum inter se bellum, si lumina vitæ
Attigerint, quantas acies stragemque ciebunt!
Aggeribus socer Alpinis atque arce Monœci
Descendens; gener adversis instructus Eois.
Ne, pueri, ne tanta animis assuescite bella;
Neu patriæ validas in viscera vertite vires.
Tuque prior, tu parce, genus qui ducis Olympo:
Projice tela manu, sanguis meus.
Ille triumphata Capitolia ad alta Corintho
Victor aget Currum, cæsis insignis Achivis.

Translate this passage.

1. State different meanings of the word *signum*—the diminutive form of the word and its meaning. Explain the phrases *inferre signa*, *conferre signa*.
2. Of what conjugation is the word *fulgere* in this passage? Conjugate the other form of the verb.
3. What tense is *attigerint*? Give the present ind. of the simple and of the compound verb.
4. Parse the word *Eois*, and give the derivation of it.
5. What case is *tanta bella*, and why?
6. What was remarkable in the history of the *Decii* here referred to?
7. What event is alluded to in the expression *saevum securi*?
8. Explain the application of the terms *socer* and *gener* in the passage.
9. Where was the Arx Monoeci here mentioned? Of what hero was *Monoecus* the cognomen?
10. What war is referred to in the words *acies stragemque*? At what place, and in what year, was the battle fought which decided the contest?
11. What person is indicated in the last two lines, and what was the date of the downfall of Corinth?

FROM MAIR'S INTRODUCTION.

Translate into Latin.

"When the empire of Asia was transferred from the Medes to the Persians, the Parthians were a prey to the conquerors, finally they were subject to the Macedonians; so that it may seem strange to any one that they are arrived *(provecho)* to such a flourishing condition that they now command those nations to which they formerly were under subjection."

GREEK—2ND CLASS.

1. What is the literal meaning of the word Ἀνάβασις, and to what does it refer in the title of Xenophon's work?

2. By what *surnames* were the Darius and Artaxerxes mentioned in the opening of the book distinguished from others of the same names?

3. Translate—Ἐπεὶ δὲ ἐτελεύτησε Δαρεῖος καὶ ἐπεδήμησεν τελευτὴν τοῦ βίου, ἐβούλετο τὼ παῖδε ἀμφοτέρω παρεῖναι· Ὁ μὲν οὖν πρεσβύτερος παρὼν ἐτύγχανε.

4. What was the date of the death of Darius? With what remarkable era of Grecian history was it contemporaneous? In what year did the Expedition of Cyrus take place?

5. Parse the word ἐπεδήμησε. Give the etymology of it, and the substantive connected with it.

6. What case and number is παῖδε. Give the nom. and voc. sing. and the various diminutives derived from it.

7. Write the first p. sing. of the Indic., Subj., and Optat. of παρεῖναι, and the first p. sing. of the imperfect and future Indicative.

8. Compare the adjective πρεσβύτερος.

9. Give the pres. the 2d aor. and the perf. of ἐτύγχανε. Can you mention any other verbs which are construed in the same way with a participle?

10. Translate the phrase ὁ δὲ (Ξενοφῶν) ὅτι πρόσθιον οὐδεὶς ἂν πρόσσω ἐαυτοῦ ἐς χεῖρας ἐλθεῖν ἔφη, ὅτι τότε. νύφη εἶναι ἤθελε.

11. What is the rule regarding the use of οὐ with φημὶ in expressing a negative statement?—How does the rule appear to be exemplified in the above sentence?

12. Parse πρόσσω and compare the adjective.

13. Write the genitives of the reflexive pronouns—*i. e.*, translate "of, my-, thy-, him-self," "of, our-, your-, them-selves."

14. What part of the verb is ἐλθεῖν? Conjugate the verb. Write the first p. sing. of the 2d aor. ind. in the full and the contracted forms.

15. Give the different forms of the present ind. of ἤθελε. Write also the first p. sing. of the first aor. ind.

GREEK—3RD CLASS.

XENOPHON'S ANABASIS. Book ii. Chap. 2.

Translate the passage:—Ἦν δὲ αὕτη ἡ στρατηγία οὐδὲν ἄλλο δυναμένη, ἢ ἀποδρᾶναι ἢ ἀποφυγεῖν. ἡ δὲ τύχη ἐστρατήγησε κάλλιον. ἐπεὶ γὰρ ἡμέρα ἐγίγνετο, ἐπαιώνισαν, ὡς δεῦρο ἔχοντες τὸν ἥλιον, λογιζόμενοι ᾗξειν ἅμα ἡλίῳ δύνοντι εἰς κώμας τὰς Βαβυλωνίας χώρας· καὶ τοῦτο μὲν οὐκ ἐψεύσθησαν. ἔτι δὲ ἀμφὶ δείλην ἰδόξαν πολεμίους ὁρᾶν ἱππέας· καὶ τῶν τι Ἑλλήνων οἱ μὴ ἔτυχον ἐν ταῖς τάξεσιν ὄντες, εἰς τὰς τάξεις ἴθυον, καὶ Ἀριαῖος (ἐπύγχανε γὰρ ἐφ' ἁμάξης πορευόμενος, διότι ἐτέτρωτο) κατεβὰς ἐθεραπείζετο, καὶ οἱ σὺν αὐτῷ. ἐν ᾧ δὲ ἀπελίζοντο, καὶ λίγοντες οἱ προσιμφθίνοντες σκοποὶ, ὅτι οὐχ ἱππεῖς εἶεν, ἀλλ' ὑποζύγια νέμοιντο.

Give the nom. sing. of (1.) ἱππέας; (2.) τάξεις; and (3.) ἁμάξης.

Write the 1. p. sing. pres. ind. of the verbs (1.) ἀποδρᾶναι; (2.) ἀποφυγεῖν; (3.) ᾗξω; (4.) ἴδοξαν; (5.) ἐτέτρωτο.

Write the first p. sing. 2. aor. ind. of (1.) ἔχοντες; (2.) δύνοντι; (3.) ἐτυγχανε; (4.) κατεβας.

What is the distinction in meaning between ἀποδρᾶναι and ἀποφυγεῖν? Do you recollect any passage in the Anabasis where the distinction is illustrated?

What is the *substantive* from δύνω, signifying the setting of the sun, and the participle and substantive for the *rising* sun?

Distinguish the meanings of δείλη, δειλὸς, and δείλαιος.

Parse ἰδεῖν; express in Greek, (1.) *I will see;* (2.) *I saw* (aorist.)
Give the fut. ind. of ἔδον. By what other words might you express "I will run?"
What was the date of the Anabasis of Cyrus?
How does Xenophon describe the place where the decisive battle was fought between Artaxerxes and Cyrus? What was the name of the place?
What important event is recorded at the close of the second book of the Anabasis?

GREEK—3RD CLASS.

What is recorded respecting the name, the parentage, and the previous employment of the Apostle Matthew?
Can you mention any peculiarities of composition by which his Gospel is distinguished from those of the other Evangelists?
Refer to any facts recorded by Matthew, and not mentioned by any of the other Evangelists.
Translate the following phrases:—

1. Εἶδε δύο ἀδελφοὺς βάλλοντας ἀμφίβληστρον εἰς τὴν θάλασσαν· ἦσαν γὰρ ἁλιεῖς.
2. Οὐ μὴ ἐξέλθῃς ἐκεῖθεν ἕως ἂν ἀποδῷς τὸν ἔσχατον κοδράντην.
3. Οὐ γὰρ ἦλθον καλέσαι δικαίους ἀλλ' ἁμαρτωλοὺς εἰς μετάνοιαν.
4. Πάντα ταῦτα ἐφυλαξάμην ἐκ νεότητος μου· τί ἔτι ὑστερῶ;
5. Προσλαβόμενος αὐτὸν ὁ Πέτρος ἤρξατο ἐπιτιμᾶν αὐτῷ, λέγων. Ἵλεως σοι, Κύριε!

(1.) Mention any other words used by Matthew synonymous with ἀμφίβληστρον. Distinguish ἁλς, ἅλας, ἁλσὶν, ἁλίζω.
(2.) What part of the verb is ἀποδῷς. Give the 1. p. sing. of each mood in this tense.
(3.) Is κοδράντην a pure Greek word? From what source is it derived? Can you mention any other words in the Greek Testament derived from the same source?
(4.) Is there anything unusual in the use of ἐφυλάξαμην here? What is the part of the verb more commonly used in this sense?
(5.) Parse the word προσλαβόμενος. Give the 1. p. sing. of the perf. ind. act.
What part of what verb is ἤρξατο?
What part of speech is Ἵλεως? How is the ellipsis to be supplied in the phrase Ἵλεως σοι?

ARITHMETIC—1ST CLASS.

1. Find the value of 52614 chaldrons at 12*s.* 4½*d.* a chaldron.
2. Find the value of 4144 lbs. at 5*s.* 6½*d.* a stone.
3. How many weeks will it take a man to save 199*l.* 19*s.* 11½*d.*, if he receives 7*s.* 11½*d.* a week, and spends 6½*d.* a day?
4. If it cost 10*l.* 15*s.* 6*d.* to print 4 pamphlets of 16 pages each, what will be the expense of printing 6 pamphlets of 12 pages each?
5. If 3 men harrow 64 acres 3 roods, in 10 days, how many acres would 25 men harrow in 6 days?
6. Add together $\frac{1}{7}$, $\frac{5}{8}$, $\frac{3}{5}$, $\frac{1}{2}$, multiply the answer by $\frac{5}{12}$, and subtract that product from 1.
7. Reduce to its simplest form,

$$\frac{2+\frac{1}{3}\text{ of }5\frac{1}{4}}{\frac{1}{4}\text{ of }\frac{1}{2}}.$$

8. Reduce £$\frac{1}{20}$ to the fraction of a guinea.
9. Add together ·15, 2·01246, ·1033, 8·22, and divide the answer by 10·24.
10. Reduce 32$\dot{1}\dot{2}\dot{5}$ to a vulgar fraction.
11. Reduce 4*s.* 2*d.* to the decimal of a £.
12. If ·625 of a mile of railway cost 5400*l.*, what will one foot of it cost?

ARITHMETIC—2ND CLASS.

1. If 13½*l.* be the wages of 13 men for 7½ days, what will be the wages of 20 men for 17½ days?
2. A hogshead of wine contains 63 gallons. A has $\frac{1}{13}$ of a hogshead—B has $\frac{2}{3}$ of what A has—C has $\frac{11}{12}$ of what A and B have together—How many gallons have they between them?

3. Work the preceding question by decimal fractions.

4. A cannon in ·425 of a week uses 3 barrels of gunpowder, each containing ·125 of a ton—How long will it take 6 cannons to use 4 barrels, each ·15 of a cwt.?

5. Add together $\cdot 3\dot{9}$, $\cdot 5\dot{2}\dot{4}$, $\cdot 4\dot{1}\dot{7}$, and reduce the answer to a vulgar fraction.

6. The circumference of the hind-wheel of a coach is $3\cdot\dot{3}$ yds., and that of the front-wheel is 2·7 yds.—How many times will the front-wheel revolve while the hind wheel runs 2·43 times its own length?

7. Find the square root of 1048576.

8. Reduce $\frac{9}{11}$ and $\frac{4}{25}$ to decimals; then multiply the answers together and take the square root of the product.

9. At what rate per cent. will 80*l.* amount to 100*l.* in 3 years? (Simple interest.)

10. Find the interest and amount of 347*l.* 10*s.*, at 5 per cent. per annum, for 219 days. (Simple interest.)

11. The distance from the top of a column to a mark on the ground is 225 feet; and the distance from a window, 72 feet high, to the mark is 153 feet—Find the height of the column.

ARITHMETIC—3RD CLASS.

1. Add together £$\frac{3}{8}$ and $\frac{1}{7}$ of $5\frac{5}{6}$ of a shilling.

2. Reduce 11*s.* $9\frac{1}{2}$*d.* to the decimal of a guinea.

3. Take $\cdot\dot{2}$ of $4\frac{1}{2}$*d.* from $\frac{3}{5}$ of 56 of ·03125 of a shilling.

4. Find the sum of $\frac{1}{2}$, $\frac{1}{8}$, $\frac{3}{10}$, $\frac{1}{125}$, by decimals—Reduce the answer to a vulgar fraction.

5. In how many years, at $3\frac{1}{2}$ per cent., simple interest, will 125*l.* double itself?

6. What is the compound interest of 256*l.* 10*s.* for 4 years, at 5 per cent.?

7. Define the square root of a number.

8. Take the square root of $\frac{4}{11}$ to 4 places of decimals.

9. Add by decimals the square of $\frac{7}{8}$ to the square of $\frac{3}{4}$, and subtract from the answer $\frac{7}{8}$ of $1\frac{1}{4}$.

10. Take the square root of $\frac{590049}{1000000}$.

11. A column, C, 20 feet high, stands exactly in the middle between two smaller ones, A and B, of which B is 5 feet higher than A. The distance from the top of A to the top of C is 10 feet, and from the top of A to the top of B is 13 feet—Required the distance from the top of B to the top of C.

ALGEBRA—2ND CLASS.

1. Add $7x^3+5x^4y-3x^3y^2-3x^2y^3+5xy^4-7y^5$
and $3x^5-5x^4y+7x^3y^2-7x^2y^3+5xy^4-3y^5$.

2. Subtract $3x^5-5x^4y+7x^3y^2-7x^2y^3+5xy^4-3y^5$
from $7x^5+5x^4y-3x^3y^2-3x^2y^3+5xy^4+7y^5$.

3. Multiply $3r^4s^6-6r^3s^5+2r^4s^4+2r^3s^3+2r^2s^2-6rs+3$
by $r^2s^2-2rs+1$.

4. Divide $3r^6s^6-6r^5s^5+2r^4s^4+2r^3s^3+2r^2s^2-6rs+3$
by $r^2s^2-2rs+1$.

5. Find the value of $\frac{abcd}{a+b+c+d}-a+b-c+d$, when $a=3$, $b=4$, $c=5$, and $d=6$.

6. Find the value of the same expression, when $a=b=c=d=1$.

7. In the equation $7x^3-5x+16-3x-2x^3=13x-9+5x^3-17$, transpose the terms so as to make them all positive.

8. In the same equation make all the terms negative.

9. In the same equation find the value of x.

10. Transform the expression $\frac{m^5}{n^{-4}}-\frac{m^3}{n^{-1}}-\frac{m^{-1}}{n^{-3}}+\frac{m^{-4}}{n^5}$, so that there shall be no negative indices.

11. Transform the same expression, so as to make the indices all negative.

12. Transform the same expression, so that it shall have no fractional appearance in any of its terms.

13. Add $\frac{1}{x+3}$, $\frac{1}{x+1}$, $\frac{1}{x-1}$, and $\frac{1}{x-3}$.

ALGEBRA—3RD CLASS.

1. Prove that $\left(x+\frac{1}{x}\right)^5 = \left(x^5+\frac{1}{x^5}\right)+5\left(x^3+\frac{1}{x^3}\right)+10\left(x+\frac{1}{x}\right)$

2. Prove that $(x^n+x^{-n})^2-(x^n-x^{-n})^2=4$.

3. Multiply $\sqrt{a}+\sqrt{-b}$ by $\sqrt{a}-\sqrt{-b}$.

4. What is the *reciprocal* of a quantity? Prove that $2+\sqrt{3}$ is the reciprocal of $2-\sqrt{3}$; and find the reciprocals of 7, $\frac{1}{10}$, $\frac{2}{3}$, and $\sqrt{\frac{1}{2}}$.

5. Reduce $\frac{x^2+1}{x^2-1}$ to its lowest terms; and find its value when $x=2$.

6. Find x and y, when $(x+y)(x-y)=72$, and $\frac{x+y}{x-y}=2$.

7. Find the values of x in the equation $\frac{8}{x^2}+2=\frac{17}{x^{\frac{1}{2}}}$.

8. Express in their simplest forms, and with rational denominators, $\frac{1}{\sqrt{7}}$, $\frac{\sqrt{27}}{\sqrt{48}}$, $\frac{3\sqrt{11}}{7\sqrt{33}}$, and $\frac{\sqrt{3}-\sqrt{2}}{\sqrt{3}+\sqrt{2}}$.

9. Add $1-\sqrt{80}+\sqrt{108}$, $\sqrt{20}-\sqrt{75}$, $\sqrt{5}-\sqrt{12}$, and $\sqrt{5}+\sqrt{3}$.

10. Given $3x+4y=11$, and $2x+3y=8$; find both x and y by subtraction alone.

11. Given $x+y=a$ and $x^2+y^2=b^2$, to find x and y. Also find what the answers become when $a=7$ and $b=5$; and verify the result by solving the particular equations $x+y=7$, and $x^2+y^2=25$.

12. Given $\sqrt{(2x+7)}+\sqrt{(2x-7)}=2\sqrt{x}$, to find x.

13. Extract the square roots of $100\,x^{100}$, $\sqrt{4}$, $x^{\frac{1}{3}}$, $\frac{x^2}{y^2}+2+\frac{y^2}{x^2}$, and $9x^{12}-30\,x^9+67\,x^6-70\,x^3+49$.

GEOMETRY—2ND CLASS.

1. Define an angle, a triangle, a right angle, and a right-angled triangle.

2. In each of the following definitions, of a circle and parallel straight lines, point out two errors.

(1.) A circle is a plane figure contained by one line, which is called the circumference, and is such that all lines drawn from a certain point within the figure are equal to one another.

(2.) Parallel lines are such as being produced ever so far both ways do not meet.

3. Euclid says, "If equals be added to or taken from equals, the wholes or remainders are equal; and if equals be added to or taken from unequals, the wholes or remainders are unequal." Now, if unequals be added to or taken from unequals, can anything be affirmed of the results as to whether they will be equal or unequal?

4. Of the 48 Propositions of the First Book of Euclid, how many are *Problems*?

5. Solve Euc. I. 10. To bisect a given finite straight line. Show how a given finite straight line may be divided into four equal parts, into 8, 16, 32, &c., equal parts.

6. Prove Euc. I. 18. If two sides of a triangle be unequal, the greater side has the greater angle opposite.

7. Prove Euc. I. 19. If two angles of a triangle be unequal, the greater angle has the greater side opposite.

8. Prove Euc. I. 20. Any two sides of a triangle are together greater than the third side.

9. Prove Euc. I. 48. If the square described upon one side of a triangle be equal to the squares described upon the other two sides, the angle contained by those two sides is a right angle.

10. The sum of the diagonals of any quadrilateral is less than the sum of the four sides.

11. In any right-angled isosceles triangle, if a perpendicular be drawn from the right angle to the hypotenuse, it will divide the triangle into two triangles, which are

equal to one another, and which are also right-angled isosceles triangles. Required the proof.

12. In Euc. I. 22, where it is required to describe a triangle which shall have its three sides equal to three given straight lines, each to each, why is it said—"but any two of these lines must be greater than the third?"

13. Euclid defines an isosceles triangle to be "that which has *only* two sides equal." Show that he afterwards tacitly admits that other triangles also may be viewed as isosceles, besides those which have *only* two sides equal.

GEOMETRY—3RD CLASS.

1. Define a straight line, a quadrilateral figure, a parallelogram, a square, a circle, a multiple, similar rectilineal figures, and duplicate ratio.

2. Prove Euc. I. 36. Parallelograms upon equal bases, and between the same parallels, are equal to one another.

3. Solve Euc. II. 11. To divide a given finite straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square of the other part.

4. Prove Euc. III. 22. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.

5. Solve Euc. IV. 6. To inscribe a square in a given circle.

6. Prove Euc. V. 5. If one magnitude be the same multiple of another which a part taken from the first is of a part taken from the other, the first remainder is the same multiple of the second that the first magnitude is of the second.

7. Prove Euc. VI. 19. Similar triangles are to one another in the duplicate ratio of their homologous sides.

8. Solve Euc. VI. 30. To divide a given finite straight line in extreme and mean ratio.

9. In the construction of Euc. II. 11, it is usually taken for granted that A H falls upon A B. *Prove* that it must so fall.

10. If the perimeter of a triangle be represented by 2 s, and the radius of the inscribed circle by r, prove that the area of the triangle is $s\,r$.

11. If A : B : : C : D, prove that A + B : A — B : : C + D : C — D.

12. By means of the principle established in Euc. I. 47, find the distance between two points, A and B, the one being 36 yards eastward, and the other 77 yards northward, from the same point, C.

13. In which of the Six Books of Euclid are there no Theorems? What is the general nature of the Problems in that Book? Of the 16 Problems in that Book there are two which do not form part, so to speak, of the system. Which are they, and why are they there?

EDINBURGH NORMAL SCHOOLS. 1848.

SHORTER CATECHISM.

1. When, and by whom, was the Shorter Catechism composed?
2. Under what two heads may its contents be arranged?
3. Write, in the words of the Catechism, the answers to the two questions that introduce the subject of God's special providence to man, (*a*) in the estate in which he was created, and (*b*) in the estate into which he fell.
4. Describe briefly the two portions of the Catechism that tell what God requires of man in connexion with these special acts of providence respectively.
5. What are the most obvious subdivisions of the duties required under the covenant of works?
6. Name the inward means, and give the threefold division of outward means, noticed in the Catechism, as required under the covenant of grace.
7. Distinguish between "perfect obedience" in the question "What special act of providence, &c.?" and "new obedience" in "What is repentance unto life?"
8. Illustrate "want of conformity unto," and "transgression of the law of God."
9. Cite the expressions throughout the Catechism that teach *Christ's divinity*, and that guard against error in regard to the doctrine.
10. Prove from Scripture the four statements in answer to the question, "Wherein consisteth Christ's exaltation?"
11. Write (*a*) the answer that describes the Spirit's operation on the conscience, the understanding, and the will, in bringing a sinner to Christ; and (*b*) two other answers that speak of His work in those who wait on ordinances.
12. What commandments respectively refer to the *times*, *manner*, *means*, and *object*, of worship?
13. Write down in order the nine phrases in the second, third, fourth, and fifth commandments on which the composers of the Catechism found the *reasons annexed*.
14. Give reasons why faith and repentance are called "saving graces," and cite Scripture proofs.
15. Why do *effectual calling* and *repentance unto life* stand so far separated from each other in the Catechism, seeing both treat of a sinner's return to God?
16. (*a*) With what question in the second part of the Catechism does *justification* stand closely connected? (*b*) Explain the connexion.

BIBLE HISTORY.

1. (*a*) What was the age of the antediluvian world? (*b*) In what chapters of the Bible is its history recorded?
2. Sketch shortly the history of Abraham subsequently to his call, especially in reference to his intercourse with neighbouring nations.
3. Show in a tabular form the descent of the Israelites, Edomites, Ishmaelites, Moabites, Midianites, Amalekites, and Ammonites, from Abraham and Lot.
4. Name the stated Hebrew festivals, distinguishing those that were daily, monthly, annual, and that recurred after intervals of more than a year.
5. (*a*) On what occasions was the scape-goat sent into the wilderness? (*b*) What lesson was this transaction designed to teach?
6. The book of Leviticus being divided into four parts, of what does each division treat?
7. Over what periods of time do the records of the five books of Moses respectively extend?
8. Date the following events:—(*a*) The Deluge. (*b*) The call of Abraham. (*c*) The Exode. (*d*) The building of Solomon's temple.
9. By what miracles was Joshua's commission attested after the death of Moses?
10. In what relation did the original inhabitants of Palestine, who were not driven out, stand to the Israelites?
11. Including Moses and Joshua, how long were the Israelites under Judges?
12. How was Jotham's prophecy fulfilled on Abimelech and the men of Shechem?
13. (*a*) Under what king did the Jewish nation rise to highest splendour? (*b*) Point out some of the prominent features of this reign.

14. (*a*) Which king of Judah showed most concern to have his subjects instructed? (*b*) What means did he use for that purpose?

15. Of what two prophecies are the genealogies of our Lord in Matthew and Luke the recorded fulfilment?

16. What were the tenets of the Pharisees and Sadducees respectively?

17. Of what book of the Old Testament may the Epistle to the Hebrews be regarded the inspired commentary?

18. Enumerate the Apocalyptic churches.

GRAMMAR—1ST CLASS. BURSARY of £10.

1. Name the four parts of English Grammar, and tell the province of each.
2. Whence arises the distinction of letters into vowels and consonants?
3. Name and illustrate the compound vowel sounds in the English language.
4. Name the parts of speech which admit of inflection.
5. Write the plural of the following nouns and give reasons:—*Alkali, canto, wharf, chimney, city, dictum, focus, genus.*
6. Mention some nouns which are used alike in both numbers.
7. Give examples of the three modes of distinguishing the sexes.
8. When is a noun in the nominative case? When in the objective? and when in the possessive?
9. Write the comparatives and superlatives of the following adjectives:—*gay, common, out, sad.*
10. Tell the person, gender, number, and case of each of the following pronouns:—*me, he, them, I, yours, mine, she, its.*
11. Define a verb, and mention its inflections.
12. What are the names of the following parts of the verb:—*spoken, raised, walking. I have conquered. They are loved. You might come. He could have written. I shall have ordered. I bade him do it. Come and try.*
13. Define and illustrate simple and complex sentences.
14. Underline the predicates in the following sentences:—*The ox treadeth out the corn. The birds hasten to build their nests.*
15. Parse the following lines, and apply the rules of syntax:—

> "These, as they change, Almighty Father, these
> Are but the varied God. The rolling year
> Is full of Thee. Forth in the pleasing spring
> Thy beauty walks, Thy tenderness and love."

16. *Change*—Distinguish between *change* and *exchange.*
17. *Spring*—Illustrate the various applications of this word.
18. *Almighty*—Give other examples of the prefix and affix in this word.
19. *Beauty*—Give the root of this word, and the verbs that signify to make beautiful.
20. Correct the false spelling where it occurs in the following list of words, and give reasons:—Benefitted, besotted, bigotted, rivetted, regretted.—Blameable, changeable, desireable, moveable, serviceable.—Closely, wholely, truely, aweful, peaceful.—Dullness, illness, shrillness, fullfill, willfull.

GRAMMAR—2ND CLASS. BURSARY of £15.

1. Illustrate the insufficiency and redundancy of the English alphabet.
2. Into how many classes are the consonants usually arranged? Give examples of each class.
3. Give examples of the permutation of consonants.
4. Distinguish between accent and emphasis, and give examples.
5. What is peculiar about the word *Princess*, as regards accent? How is the peculiarity accounted for?
6. Give examples of nouns which vary the plural to express a difference of meaning.
7. What is peculiar about the words *children* and *chickens*, as regards number?
8. Enumerate the feminine terminations in English, and give examples of each.
9. What is peculiar about the words *songstress* and *seamstress*, as regards gender?
10. Give examples of the more common diminutive terminations in English.
11. Distinguish between transitive and intransitive verbs, and give examples in sentences.

12. Parse the following lines, and apply the rules of syntax :—

"Hail, holy Light! offspring of heaven first-born,
Or of the Eternal co-eternal beam,
May I express thee unblamed? since God is light,
And never but in unapproached light
Dwelt from eternity; dwelt then in thee,
Bright effluence of bright essence increate.
Or hear'st thou rather, pure ethereal stream,
Whose fountain who shall tell? before the sun
Before the heavens thou wert, and at the voice
Of God, as with a mantle, didst invest
The rising world of waters dark and deep,
Won from the void and formless infinite."

13. Give the above lines in prose.

14. What figure of speech does the whole passage exemplify?

15. *Co-eternal*—What is the force of the prefix in this word? Give examples of the prefix *con* under other forms.

16. *Unblamed*—Distinguish between *unblamed* and *blameless*.

17. *Effluence*—Tell the prefix and root of this word, and give other examples of both.

18. *Essence*—Give the root of this word, the adjective derived from it, and the compound noun.

19. *Won*—What is the meaning of this word when used as a present tense? Give or quote an example.

20. Correct the false spelling, where it occurs, in the following words, and give reasons :—Benefitted, besotted, bigotted, rivetted, regretted.—Blameable, changeable, desireable, moveable, serviceable.—Closely, truely, wholely, aweful, peaceful.—Dullness, illness, shrillness, fullfill, willfull.

GRAMMAR—3RD CLASS. BURSARY of £20.

THIRD BOOK OF THE PARADISE LOST. 1-40.

HAIL, holy Light! offspring[1] of heaven first-born,
Or of the Eternal co-eternal beam,
May I express thee unblamed? since God is light,
And never but in unapproached light
Dwelt from eternity; dwelt then in thee,
Bright effluence of bright essence increate.[2]
Or hear'st thou rather, pure ethereal stream,
Whose fountain who shall tell? before the sun
Before the heavens thou wert, and at the voice
Of God, as with a mantle, didst invest
The rising world of waters dark and deep,
Won from the void and formless infinite.
Thee I revisit now with bolder wing,
Escaped the Stygian pool,[3] though long detained
In that obscure sojourn; while in my flight
Through utter and through middle darkness borne,[4]
With other notes than to the Orphean lyre,[5]
I sung of Chaos and eternal Night;[6]
Taught by the heavenly Muse to venture down
The dark descent, and up to reascend,
Though hard and rare: thee I revisit safe,
And feel thy sovereign vital lamp; but thou
Revisit'st not these eyes, that roll in vain
To find thy piercing ray, and find no dawn;
So thick a drop serene[7] hath quenched their orbs,
Or dim suffusion veil'd. Yet not the more
Cease I to wander where the Muses haunt,[8]
Clear spring, or shady grove, or sunny hill,
Smit with the love of sacred song; but chief
Thee, Sion, and the flowery brooks beneath,[9]

15. State the circumstances of the respective claims of Harold and William of Normandy to the English throne.
16. With what reign may the authentic history of Scotland be considered to commence?
17. Name the first four Princes of the Norman line in England.
18. Mention some of the results of the Norman Conquest in England?
19. What were the causes of the Crusades?
20. Over what period of history do the events of the Crusades extend?
21. Mention some of the alleged results of the Crusades.
22. How did the Plantagenets of Anjou become heirs of the English throne?
23. What was the fate of the Saxon heirs of Edward the Confessor? and in what Princes was their claim to the English throne perpetuated?
24. Name the Plantagenets.

HISTORY—2ND CLASS. BURSARY of £15.

1. Mention some of the features of the Feudal System.
2. Mention some of the important circumstances of the Reign of Henry II.
3. What is Magna Charta? and give its date.
4. King John's weakness and imprudence lost what dominions of the English Kings?
5. Mention the circumstances of the origin of the Commons House of Parliament in the reign of Henry III.
6. Describe the nature of a proper Feudal Parliament.
7. Name the Scottish Kings from Malcolm III. to Alexander III.
8. Describe the condition of the succession to the Scottish throne, after the death of Margaret of Norway.
9. What were the results of the reference of the question of succession to Edward I.?
10. What was the cause of the facility with which the Nobles in the Wars that ensued, exchanged their allegiance to England or to Scotland?
11. Date the battle of Bannockburn.
12. In what reign do the Norman and Saxon races begin to coalesce?
13. State the circumstances of Edward III.'s claim to the throne of France.
14. Name the great Poet and the religious Reformer of Edward III.'s reign.
15. What had hitherto been the political and legal language of England?
16. Edward III.'s reign is remarkable as the period of the perfection of what class of manners, and for the rise of what species of literature?
17. Name some of the leading incidents of this prince's wars in France.
18. How was Henry IV.'s accession to the throne a usurpation?
19. To what wars did this usurpation ultimately give rise?
20. What was the origin of the right of the Stuart family to the Scottish throne?
21. Name the Scottish Stuarts to James VI.
22. Name the Tudor princes.
23. State the circumstances of the claim of Henry VII. to the throne.
24. Mention some of the causes of the Reformation in Germany in the 16th century.
25. Describe the connexion of Henry VIII. with the Reformation in England.
26. Mention the circumstances of the Reformation in Scotland in the reign of Queen Mary.
27. Mention circumstances that distinguish the reign of Elizabeth.

HISTORY—3RD CLASS. BURSARY of £20.

1. Trace James VI.'s claim to the English throne.
2. Name the English Stuarts till the Revolution of 1688.
3. Mention the causes of the civil war of the reign of Charles I.
4. What is the chief feature of the history of Scotland in the reign of Charles II.?
5. Mention the circumstances of the Revolution of 1688.
6. Name the Sovereigns of England from William III. to Victoria.
7. Trace the family claim of the house of Brunswick to the throne.
8. Date the Union with Scotland, and mention its terms.
9. Name some of the great writers of Queen Anne's reign.
10. What political party swayed the councils of England during the reigns of the first two Georges?
11. From what period originates the national debt of England?
12. Date the two Jacobite rebellions.

13. Mention the causes of the seven years' war in the reign of George II.
14. Describe the nature of the dispute between England and her colonies.
15. Date the American declaration of independence.
16. Mention some of the causes of the French Revolution of 1789.
17. Mention the circumstances of the rise of Napoleon Buonaparte.
18. Which of his enterprises led ultimately to his fall?
19. Date the battle of Waterloo.
20. Mention the amount of the national debt of England after the war with Napoleon.
21. Date the death of George III., and the accession of William IV.
22. The beginning of William IV.'s reign is distinguished by what great parliamentary measure?
23. Mention the circumstances commonly recognised as steps in the perfecting of the English Constitution, from 1215 to 1832.
24. Date the Union with Ireland.
25. Mention the amount of representation respectively in the three kingdoms.
26. State the qualifications for the electoral franchise in boroughs and counties.
27. Enumerate as far as you can the prerogatives of the Sovereign, and those of the two Houses of Parliament.
28. Name some of the distinguished writers of the end of the 18th and the beginning of the 19th century.
29. Mention some of the remarkable inventions of the same period.
30. Mention the chief subjects of the commerce and manufactures of Great Britain.

GEOGRAPHY—CLASS I. Bursary of £10.

1. What is meant by *mean diameter* of the earth?
2. Define *earth's orbit*, describe its form, and name the season in which the earth is nearest the sun.
3. Explain why latitude and longitude are calculated from the equator and meridian of Greenwich rather than from other circles, and name the circles on which these measurements are made.
4. On what parts of the earth's surface does an observer's rational horizon always coincide with a meridian?
5. Why do not the relative breadths of the zones in degrees give their relative superficial areas?
6. What declivities in the northern hemisphere imply the highest temperature? and why?
7. What conditions render it possible to cultivate the plants of hot and cold climates in the open air in the same locality?
8. What are *isothermal lines*?
9. Point out a remarkable distinction between the principal mountain chains of the eastern and western hemispheres.
10. Name and describe shortly the character of the largest tract of level land in each of the five continents.
11. Describe the courses of the Wolga, Danube, Po, Rhine, Rhone, and Loire.
12. Name and briefly describe the chief mountain chains of Europe.
13. Through what seas and straits would a voyager pass in sailing from Leith to the Sea of Azof?
14. Name five of the principal seaports of England, and four of Scotland, in the order of their importance.
15. Name in order the maritime counties of England, Wales, and Scotland, beginning with Northumberland.
16. Name and locate the *Gibraltar of the north.*
17. For what are Ramoth-Gilead, Ramah, Hebron, Heshbon, Luz, and Cæsarea noted?
18. To what places was the ark successively conveyed after being carried across the Jordan?
19. Name some of the towns noted in the history of our Saviour, and state a Scripture incident of each.
20. Give the towns of Europe mentioned in the history of Paul.

GEOGRAPHY—CLASS II. Bursary of £15.

1. Prove the sphericity of the earth, and define *oblate spheroid*.
2. Distinguish natural from artificial divisions on the earth's surface, and specify various kinds of artificial divisions.
3. Describe the relative positions of the sun, earth, and moon, during eclipses of the sun and moon.
4. Give the reason why the days are not of equal length in all the regions north of the arctic circle.
5. When are the largest portions of the tropics of Cancer and Capricorn within the circle of illumination?
6. Towards what points of the compass would the sun appear during the course of the twenty-four hours on 21st March to an observer at the north pole, and to another on the equator?
7. Why is the temperature not highest in Britain when the earth is in perihelion?
8. Give the reason why the isothermal lines of the south of Europe and north of Africa pass through lower latitudes in Asia and America.
9. What is meant by the *snow-line*? and why does its altitude vary in different latitudes?
10. What are *savannahs, prairies, pampas, steppes, llanos, putzas,* and *saharas*? and point out their geographical localities.
11. Locate and describe Stonehenge, the Lagoons, the Valteline, and Chamouni.
12. What principal capes and river mouths are passed in coasting round Great Britain?
13. Name in order the principal gulfs and bays on the coast of Europe, beginning with the White Sea.
14. What forms of religion prevail in the N.E., N.W., S.E., and S.W. of Europe respectively?
15. Name in order five mountain ridges of Spain, with the four intervening rivers.
16. For what are Odessa, Utrecht, Cadiz, Strasburg, Kronstadt, and Leipsic noted?
17. Name the neighbouring nations mentioned in Bible History on the east and south of the Holy Land.
18. Tell where Gibeah, Jezreel, Gilboa, Sorek, Hor, and Jericho are, and mention historical events connected with each.
19. What provinces of Asia Minor are named in the New Testament?
20. Trace the journeyings of Barnabas as recorded in the Acts.

GEOGRAPHY—CLASS III. Bursary of £20.

1. State the leading features of the Ptolemaic and Copernican systems of the universe.
2. Account for the difference in the length of days in different seasons in the same latitude, and in different latitudes at the same time.
3. How is it that the circle of illumination bisects each parallel only twice a-year, while it uniformly bisects the equator?
4. When it is 10 o'clock A. M. at Edinburgh, in longitude 3° 10′ W., what o'clock is it at Ferro in the Canary islands, in longitude 17° 45′ W.?
5. Explain how the altitude of the polar star may be used to determine the latitude of a place in the northern hemisphere.
6. Describe generally the vegetable climates, and name a few of the plants that abound in each.
7. In what regions do isothermal lines most nearly coincide with parallels? and what are the circumstances that cause deviation?
8. Assign causes for places in northern latitudes being warmer than the corresponding latitudes in the southern hemisphere.
9. Upon what do the varieties in the size and velocity of rivers depend?
10. When, and in what regions, do the *trade winds, monsoons, sirocco, samiel,* and *harmattan* blow? Distinguish those that are beneficial to man, and tell in what way they are so.
11. Delineate the boundary line of Europe.
12. Represent by black lines the principal mountain chains.
13. Draw a dotted line representing nearly the watershed.
14. Mention the principal naval events of modern times connected with the coasts of Holland, Spain, and Portugal.

15. What were the prevailing forms of government in Europe at the commencement of the present year?

16. Give a brief description of the surface of Europe as respects elevation and slope.

17. Delineate the boundary line of Palestine.

18. Inscribe the names of the tribes.

19. Name the principal places in 1 Samuel that occur in the history of Saul, and state a circumstance connected with each.

20. What towns on the coast of Palestine are famous in modern history? and what has rendered them so?

LATIN—1st CLASS. Bursary of £10.

CORNELIUS NEPOS—LIFE OF MILTIADES.

Chap. 7th. Arrange in syntactical order, supplying such Latin words as may be necessary to complete the syntax and the sense, and translate into English the following passage:—

"Cum jam in eo esset, ut oppido potiretur, procul in continenti lucus, qui ex insulâ conspiciebatur, nescio quo casu, nocturno tempore incensus est: cujus flamma ut ab oppidanis et oppugnatoribus est visa, utrisque venit in opinionem, signum a classiariis regiis datum. Quo factum est, ut et Parii a deditione deterrerentur, et Miltiades timens, ne classis regia adventaret, incensis operibus, quæ statuerat, cum totidem navibus atque erat profectus. Athenas magnâ cum offensione civium suorum rediret. Accusatus ergo proditionis, quod, cùm Parum expugnare posset, a rege corruptus infectis rebus a pugnâ discessisset. Eo tempore æger erat vulneribus, quæ in oppugnando oppido acceperat. Itaque quoniam ipse pro se dicere non posset, verba pro eo fecit frater ejus Tisagoras."

1. *In eo*—Translate literally this expression, and say what clause in the sentence is placed in apposition with it.

2. *Oppido*—In what case is this, and what governs it? Write down the Rule.

3. *Potiretur*—What kind of a verb is it? How many participles has it? Give their respective meanings; and say what is its root.

4. *Continenti*—Of what gender is it, and why?

5. *Conspiciebatur*—Say why in the imperfect tense here; give its principal parts both in the active and in the passive voice; as also its component parts.

6. *Incensus est*—Give the component parts of *incendo*, with its strictly literal meaning; as also from it a *neuter* noun of the 2d decl., a *masc.* noun of the 2d decl., and a *fem.* noun of the 3d decl., with their respective meanings.

7. *Cujus*—What is the antecedent of this relative, and to what two Latin words is it here equivalent?

8. *Parii*—Who were they?

9. *Oppugnatoribus*—Distinguish between *oppugnator* and *propugnator*.

10. *Miltiades*—Give a brief account of his parentage, life, and exploits as related by Nepos, with the date of any victory he may have gained.

11. *Ne*—Whether has this word an affirmative or a negative meaning here, and why? Suppose *ut* used here instead of *ne*, how would you translate it?

12. *Incensis operibus*—In what case is each of these words, and why? write down the rule of syntax; mention what works are here meant.

13. *Cum totidem navibus atque erat profectus*—Give the correct translation of this clause, and mention a few more words when coming after which *atque* behoves to be translated in the same way; say also after what words must *atque* be translated *than*.

14. *Rediret*—In what mood is it, and why? Give the principal parts of this verb, and mark the quantity of every syllable.

15. *Quòd*—With what verb is it construed, and why in the Subjunctive Mood?

16. *Cùm*—To what other Latin word is it here equivalent?

17. *Parum*—What and where is *Parus*?

18. Translate—*Cùm Parum expugnare posset; cùm Parum oppugnare posset;* and *cùm Parum propugnare posset.*

19. *In oppugnando oppido*—Whether is the verb here in the gerund or the gerundive? and how else might these words be changed and still retain the same meaning?

20. *Pro se—Pro eo*—why is *se* not used also after *pro* in the second clause instead of *eo*—seeing the same individual is evidently meant in both instances?

21. *Verba pro eo fecit*—What is the difference in meaning between the phrases *facere verba pro eo*—and *dare verba ei*?

GRAMMATICAL EXERCISES.

Translate the following sentences into Latin :—

1. Ye live as if resolved [about] to live always.
2. We old men dote sometimes.
3. In everything the agreement of all nations is to be thought the law of nature.
4. The young man hopes that he shall live long.
5. Follow virtue, in which true honour is placed.
6. Rule thy mind ; which, unless it obeys thee, governs thee.
7. Study for knowledge, than which nothing is more pleasant.
8. The wicked man and the covetous man are to be esteemed poor.
9. Beware of pleasure, the mother of all evils.
10. The unskilfulness of youth is to be governed by the wisdom of old men.
11. There is much good in friendship, much mischief in discord.
12. No beast is wiser than the elephant.
13. You see that nothing is so like death as sleep.
14. Death is terrible to the wicked ; but the path of death is once to be trod by all.
15. There is nothing more pleasant to a man than the sweetness of knowledge.
16. Bear a mind worthy of praise, and live contented with a little.

LATIN—2ND CLASS. BURSARY of £15.

Translate the following sentences into Latin.

CÆSAR'S COMMENTARIES—GALLIC WAR—BOOK 1ST.

1. The Helvetii resolve to sow as much land as possible.
2. That embassy to the states was undertaken by Orgetorix.
3. There was no doubt that the Helvetii were the most powerful of all Gaul.
4. The Helvetii persuaded the neighbouring states to adopt the same design, and set out along with them.
5. The Allobroges did not yet appear well disposed towards the Roman people.
6. The scouts informed Cæsar that three-fourths of the troops had already been led across that river by the enemy.
7. The Tigurine canton was the first to suffer punishment.
8. Liscus disclosed to Cæsar that there were some whose authority among the common people was very great, and who could do more in their private capacity than the magistrates themselves.
9. Dumnorix had for very many years farmed the customs and all the other revenues of the Ædui at a low rate, for this reason, because when he bid no one dared to bid against him.
10. Divitiacus with many tears embraced Cæsar, and began to beseech (him) not to pass too severe a sentence upon [against] his brother.

GRAMMATICAL EXERCISES.

1. Let us contemn these worldly [human] things as small—thinking upon things above and heavenly.
2. If thou desirest in good earnest [faith] to be a good man, allow some one to contemn thee.
3. Thou actest imprudently who [because thou] regardest things uncertain as [for] certain, and rashly assentest to matters little known.
4. For whom dost thou get riches? and for whose sake dost thou labour?
5. He who gets riches does not know for whom he gets them, nor for whose sake he labours.
6. Father and mother are to be loved and honoured.
7. Riches, good health, power, and honours, are fading and uncertain things.
8. We and our things are due to death.
9. For a man to be content with his own things, is the greatest and most certain riches.
10. Live so as if God saw thee.

LATIN—2ND CLASS.

CÆSAR'S COMMENTARIES—GALLIC WAR—BOOK 1ST.

CHAP. 42ND.—Arrange in syntactical order, supplying such Latin words as may be necessary to complete the syntax and the sense, and translate into English.

Cognito Cæsaris adventu, Arioristus legatos ad eum mittit: "quod antea de colloquio postulàsset, id per se fieri licere, quoniam propius accessisset; seque id sine periculo facere posse existimare." Non respuit conditionem Cæsar: jamque eum ad sanitatem reverti arbitrabatur, quum id, quod antea petenti denegâsset, ultro polliceretur; magnamque in spem veniebat, pro suis tantis, populique Romani, in eum beneficiis, cognitis suis postulatis, fore, uti pertinacia desisteret. Dies colloquio dictus est, ex eo die quintus. Interim, quum sæpe ultro citroque legati inter eos mitterentur, Arioristus postulavit, "ne quem peditem ad colloquium Cæsar adduceret: vereri se, ne per insidias ab eo circumveniretur: uterque cum equitatu veniret: aliâ ratione se non esse venturum." Cæsar, quod neque colloquium, interposita caussa, tolli volebat, neque salutem suam Gallorum equitatui committere audebat, commodissimum esse statuit, omnibus equis Gallis equitibus detractis, eò legionarios milites legionis decimæ, cui quam maxime confidebat, imponere; ut præsidium quam amicissimum, si quid opus facto esset, haberet. Quod quum fieret, non irridicule quidam ex militibus decimæ legionis dixit: "plus, quam pollicitus esset, Cæsarem ei facere; pollicitum, se in cohortis prætoriæ loco decimam legionem habiturum, nunc ad equum rescribere."

1. *Legatos ad eum mittit*—Why not *legatos ei mittit*? Write down the rule.
2. *Licere*—What kind of a verb is it here? Write down its principal parts and meaning; distinguish between *liceo* and *liceor*; write down their principal parts, and say whether any compound of either of them occurs in this chapter—writing it down, with its component parts and meaning, if any such compound is found by you.
3. *Veniebat*—Distinguish between *venio* and *veneo*; write down in *full* their principal parts, marking the quantity of *every* syllable; write down also the imperf. and fut. indic. of each, and give the component parts of *veneo*.
4. *Ne quem—Cæsar adduceret*—What is *ne* here equivalent to? what prefix is omitted before *quem* when preceded by *ne* or *si*? and why is the subjunctive mood used in this clause, and not the infinitive with an accusative case before it?
5. Distinguish between *Vereri se, ne per insidias ab eo circumveniretur* and *vereri se, ut per insidias ab eo circumveniretur*; and mention *one* or *two* verbs when coming after which, *ne* and *ut* have respectively this meaning.
6. *Audebat*—Write in full the principal parts and the 3rd person plural of every tense in the indic. mood of *audeo* and *audio*, with the meaning of both verbs.
7. *Commodissimum*—Why is this adjective in the neuter gender? and what does it agree with as its noun?
8. *Eò*—What is this adverb equivalent to here?
9. *Rescribere*—Distinguish between *rescribere legionem* and *scribere legionem*.
10. In this chapter how many examples of the *oratio obliqua* do you find? Write them down; and mention what moods only are admissible in oblique narration.

VIRGIL'S BUCOLICS—ECLOGUE X.

Translate into English.

Interea mixtis lustrabo Mœnala Nymphis,
Aut acres venabor apros: non me ulla vetabunt
Frigora Partheniis canibus circumdare saltus.
Jam mihi per rupes videor lucosque sonantes
Ire; libet Partho torquere Cydonia cornu
Spicula: tamquam hæc sint nostri medicina furoris,
Aut deus ille malis hominum mitescere discat.
Jam neque Hamadryades rursum, nec carmina nobis
Ipsa placent: ipsæ, rursum concedite, silvæ.
Non illum nostri possunt mutare labores:
Nec, si frigoribus mediis Hebrumque bibamus,

Sithoniasque nives hiemis subeamus aquosæ;
Nec, si, quum morieus altâ liber aret in ulmo,
Æthiopum versemus oves sub sidere Cancri.
Omnia vincit Amor; et nos cedamus Amori.

1. Name the principal personage introduced to us in this Eclogue by Virgil; say in what *character* and under what *circumstances* he *is* introduced; and what different parties are described by the poet as coming to this personage; and for what purpose; and with what success.

2. *Arethusa*—Does Virgil, at the commencement of this pastoral, as poets usually do, invoke some one of the Muses? or who is this *Arethusa* whom he here addresses? Give the names of all the Muses individually, and say what each Muse presides over; then mention some of the names which are often applied to all of them collectively.

3. *Meo Gallo*—Give some account of Gallus; and say whether he had any other name, either *prænomen* or *cognomen*.

4. *Sic tibi, quum fluctus subterlabere Sicanos,*
Doris amara suam non intermisceat undam.

Translate these two lines. To what legend does the poet here allude? Mention who *Doris* was, and what the word is in this passage taken for; and say also how the *sic* is used here.

5. *Ulla moram fecere, neque Aonie Aganippe.*
Illum etiam lauri, etiam flevere myricæ:
Omnia vincit Amor; et nos cedamus Amori.

Divide each of these lines into its several poetic feet; name the kind of verse used; and say what peculiarity you observe in the scanning of each line.

6. *Ibo, et, Chalcidico quæ sunt mihi condita versu*
Carmina, pastoris Siculi modulabor avenâ.

Translate this passage; say to whom Virgil here alludes; mention their names, their native country, and their occupation.

7. *Libet Partho torquere Cydonia cornu spicula*—Translate this correctly. Give the principal parts of *libet*, and of *torquere*, with the literal meaning of each, mentioning what kind of a verb the former is. What two peoples are alluded to here? and for what were they both famed?

8. *Sicania, Näides, Parnassus, Pindus, Aganippe, Mænalus, Lycæus, Apollo, Arcadia, Arcades, Alpes, Rhenus, Mænala, Parthenius, Cydonia, Nymphæ, Hamadryades, Hebrus, Æthiopes, Amor,* and *Hesperus*—Give each of these nouns its correct and appropriate description; and say of what gender, number, and declension each is; and of what two Greek words *Hamadryades* is composed; also give the gen. of Apollo, and the quantity of its penult.

9. *Cedamus*—Write down the principal parts, and the English, of *Cedo, Cædo,* and *Cado;* then compound each of them with *ad* and *re,* giving their principal parts also; and mark the quantity of every syllable, both in the *simple* verbs and in their *compounds*.

10. *Bubulci*—Distinguish between *bubulcus* and *subulcus*.

11. *Rursum concedite*—To what other Latin word is *concedite* here equivalent?

LATIN—3RD CLASS. BURSARY of £20.

SALLUST.—CONSPIRACY OF CATILINE. CHAP. V.

Translate. "Lucius Catilina, nobili genere natus, magna vi et animi et corporis, sed ingenio malo pravoque. Huic ab adolescentia bella intestina, cædes, rapinæ, discordia civilis, grata fuêre; ibique juventutem suam exercuit. Corpus patiens inediæ, vigiliæ, algoris, supra quam cuique credibile est: animus audax, subdolus, varius, cujus rei libet simulator ac dissimulator: alieni appetens, sui profusus, ardens in cupiditatibus: satis loquentiæ, sapientiæ parum. Hunc, post dominationem Lucii Sullæ, lubido maxuma invaserat reipublicæ capiundæ."

1. Give the date of this conspiracy.

2. In the first sentence, explain the construction of *vi* and *ingenio*—state what they depend upon, and in what other case they might be.

3. What is the meaning of *ingenium* here?—What other word is more frequently

used in this sense?—What is the more common meaning of *ingenium*, and what is the Greek root of it?

4. Distinguish between *malus* and *pravus*, giving the Greek origin of the latter.

5. In the second sentence, on what does *huic* depend, and to what does *ibi* refer?

6. Distinguish between *juventus*, *juventa*, and *juventas*. Is *juventus* used in its common acceptation here, and from what are these words derived?

7. What has *exerceo* that the simple verb wants?—Give an adjective formed by analogy from the part that is awanting in the simple verb.

8. In the third sentence, distinguish between *patiens inediæ* and *patiens inediam*—also between *vigiliæ* and *excubiæ*—also between *simulator* and *dissimulator*.

9. *Alieni appetens, sui profusus*,—explain the construction.—*Satis loquentiæ* explain, and also complete, the construction.

10. In the fourth sentence, give the date of Sulla's usurpation—Mention any words here written in a peculiar manner, and give other instances of a similar kind from Sallust—*reipublicæ capiundæ*, make this phrase with the gerund, and give a lengthened form of *capio* more frequently used in this sense.

VIRGIL—ÆNEID, Book VI.

Translate.

Æneas, (miratus enim, motusque tumultu,)
Dic, ait, ô virgo, quid vult concursus ad amnem?
Quidve petunt animæ? vel quo discrimine ripas
Hæ linquunt, illæ remis vada livida verrunt?
Olli sic breviter fata est longæva sacerdos:
Anchisâ generate, Deûm certissima proles,
Cocyti stagna alta vides, Stygiamque paludem,
Dî cujus jurare timent et fallere numen.
Hæc omnis, quam cernis, inops inhumataque turba est;
Portitor ille Charon; hi, quos vehit unda, sepulti.
Nec ripas datur horrendas, nec rauca fluenta
Transportare prius, quàm sedibus ossa quiêrunt.
Centum errant annos, volitantque hæc litora circum:
Tum demum admissi stagna exoptata revisunt.
Constitit Anchisâ satus, et vestigia pressit,
Multa putans, sortemque animo miseratus iniquam.
Cernit ibi mœstos et mortis honore carentes
Leucaspim et Lyciæ ductorem classis Orontem:
Quos, simul a Trojâ ventosa per æquora vectos,
Obruit Auster, aquâ involvens navemque virosque.
Ecce gubernator sese Palinurus agebat:
Qui Libyco nuper cursu, dum sidera servat,
Exciderat puppi mediis effusus in undis.

1. Give a brief outline of the contents of this Book of the Æneid.

2. There were said to be ten celebrated Sibyls:—which of them is spoken of in this Book? State what you know about her, and give the Greek words from which her name is formed.

3. In the 2d line, what is understood after *vult* to complete the construction?—Give the derivation of *virgo*.

4. In the 4th line, distinguish between *hic* and *ille* when they refer to two objects previously mentioned.—Also distinguish between *linquo* and its compounds.

5. In the 5th line, from what is *ævum* derived?—Give also the lengthened and contracted forms of a noun derived from *ævum*.

6. *Anchisâ generate*—explain the construction.

7. *Cocyti*—account for the *o* in this word being long.

8. *Numen*—account for its construction here, and give its primary meaning, and its Greek root.

9. In the 13th line, *volitant*—state generally how verbs of this class are formed, and this one in particular.

10. In line 16th give the primary meaning of *putare*, and distinguish between *sors* and *fors*, naming the verbs from which they are respectively derived.

11. In the 20th line, give the supines of *ruo* and *obruo*, marking the quantity of the penult of each. Also name those compounds of *ruo* that want the supine.

12. In the 21st line, from what Greek verb does *gubernare* come?

13. In the 23rd line, distinguish between *excēdo*, *excīdo* and *excĭdo*. Which of them is in this line? Name all the compounds of *cado* that want the supine.

14. Explain the proper structure of a hexameter verse, and mark the scanning of the 13th and 14th lines.

MAIR'S INTRODUCTION.

In the wings likewise, two young men, of an extraordinary bigness, were seen to fight, nor did they appear any longer than the battle lasted. The incredible swiftness of fame increased this admiration; for the same day that the battle was fought in Italy, the news of the victory was told in Corinth, Athens, and Lacedemon.

In cornu quoque duo juvenis, eximius magnitudo, videor pugno, nec ultra appareo quam pugnatur. Incredibilis velocitas fama augeo hic admiratio; nam idem dies qui in Italia pugnatur, numcio victoria Corinthus, Athenæ, et Lacedæmon.

Translate into Latin.

Hannibal being called home to defend his country, was desirous to make an end of the war by treaty, the wealth of his country being now exhausted; but the articles were not agreed to.

GREEK—2ND CLASS. BURSARY of £15.

XENOPHON'S ANABASIS. 3 Chapters of BOOK 1ST.

1. Give the etymology of Ἀναβάσεις, its literal meaning, and its application, as the title of this work.

2. Where is the Castolus, and what portion of the Persian army was reviewed there?

3. In what portion of Asia Minor is Miletus?

4. Mention the various methods in which Cyrus assembled the Greek troops.

5. From what city did Cyrus set out on his expedition?

6. How did the Greek troops act when they began to suspect the real nature of the expedition?

7. The vocative of παῖς? What other substantives of the third declension form their vocative similarly?

8. Compare πρίσζυς, and give the rule. Do the same with νίες.

9. Conjugate and give the English of *ἀναβαίνω, καθίστημι, παραγγέλλω, ἐξελαύνω, μένω, φθάνω, λαμβάνω, πάσχω.*

10. Write the third persons singular of the 2d Aorist of δίδωμι in all the moods and voices, with the infinitives and participles.

11. The dative plural of the participle ὤν.

12. The accusatives singular, dual, and plural, of οὗτος.

13. Write the prepositions governing the genitive only, with their primary signification.

14. Translate—*ὁ δὲ Κῦρος ἐπιμᾶτο κατάγειν τοὺς ἐκπεπτωκότας.*

15. Translate—*ὁ Κῦρος ἀπέπεμπε τοὺς γιγνομένους δασμοὺς βασιλεῖ ἐκ τῶν πόλεων ὧν Τισσαφέρνης ἐτύγχανεν ἄρχων.* Account for the case of the relative ὧν.

16. Translate—*Τισσαφέρνης δὲ καταγνόντας ταῦτα, καὶ μείζονα ἡγησάμενος εἶναι ἢ ὡς ἐπὶ Πισίδας τὴν παρασκευήν, στρατεύεται ὡς βασιλέα ἃ ἐδύνατο τάχιστα.* Distinguish the two uses of ὡς, and tell in what it differs from ὥς.

17. Translate—*χαλεπῶς φέρω τοῖς παροῦσι πράγμασιν.* Do you notice anything peculiar in the government of the sentence?

18. Translate—*ἐπεὶ δὲ ὑμεῖς οὐ βούλεσθε συμπορεύεσθαι, ἀνάγκη δή μοι ἢ ὑμᾶς προδόντα τῇ Κύρου φιλίᾳ χρῆσθαι, ἢ πρὸς ἐκεῖνον ψευσάμενον μισθ' ὑμῶν εἶναι.* Account for the case of προδόντα.

19. Translate—*καὶ οὕτοτε ἐγὼ οὐδεὶς, ὡς ἐγω "Ελληνας ἀγαγὼν εἰς τοὺς βαρβάρους, προδοὺς τοὺς "Ελληνας τὴν τῶν βαρβάρων φιλίαν εἱλόμην. Ἀλλὰ ἐπεὶ ὑμεῖς ἐμοὶ οὐκ ἐθέλετε πείθεσθαι, ἐγὼ σὺν ὑμῖν ἴσομαι καὶ ὅ,τι ἂν δέῃ πείσομαι. Νομίζω γὰρ ὑμᾶς ἐμοὶ εἶναι καὶ πατρίδα καὶ φίλους καὶ συμμάχους, καὶ σὺν ὑμῖν μὲν ἂν εἶναι τίμιος ὅπου ἂν ὦ· ὑμῶν δ' ἐρημωθεὶς οὐκ ἂν ἱκανὸς εἶναι οἶμαι οὔτ' ἂν φίλον ὠφελῆσαι οὔτ' ἂν ἐχθρὸν ἀλέξασθαι. Ὡς ἐμοῦ οὖν ὄντος ὅπῃ ἂν καὶ ὑμεῖς, οὕτω τὴν γνώμην ἴσχετε.*

20. Translate into Greek—I am evidently vexed. An army is secretly nourished for the King. He refuses to go.

21. What construction is μισθοφορεμένου αὐτοῦ?

22. From what verb does δεδώς come?

23. Translate—*ἀδικεῖσθαι νομίζω ὑφ' ἡμῶν.* What is the Greek usage as to the pronoun, the subject of the infinitive?

24. Account for the *spiritus asper* of *ἕξω* from *ἔχω.*

GREEK—3RD CLASS. BURSARY of £20.

GOSPEL OF MATTHEW.

1. Give the various meanings of *εὐαγγέλιον*, with its composition.
2. For whose special use does the Gospel of Matthew seem to have been written?
3. State any peculiarities you know in Matthew's style.
4. Give the various meanings of *Χριστὸς*, with its derivation.
5. The vocatives singular, dual, and plural of *γυνή.*
6. Parse *δυνάμεως*, and give the contracted cases.
7. What is peculiar about the contraction of the verb *πινάω*, and what other verbs are similarly contracted?
8. Compare *ἰχθὺς*, and mention what other adjectives are similarly compared.
9. Parse—*βούλῃται, μάθητε, ἴσῃλθεν, προφητῶν, ἰλυσθῇ, φανήσεται, πίνοντες.*
10. What case generally follows *ἀκούω*, and what is the rule for the government of substantives by such verbs?
11. Give the Greek for—A good tree cannot produce evil fruits.
12. Give the Greek for—What have we to do with thee?
13. Give the Greek for this sentence, expressing the first verb by a participle—His fellow-slave fell at his feet and said.
14. Write, in Greek, the Lord's Prayer.
15. Give the Greek for—a king; a queen; a kingdom; royal; to rule as a king; he ruled over the Persians; a palace.
16. What verb does our Lord use with *τὸν νόμον*, as antithetical to *καταλῦσαι*?
17. Give the meanings of *παράκλητος, ἐκκλησία, ἡ σύγκλητος*, with the root, and any English words derived from them.
18. State the difference in meaning between the Active and the Middle Voice of *ἀπόλλυμι.* Give the 2d Perfect, with meaning, and the 2d Aorist Middle.
19. What is the meaning of *φῶς*, and of *φῶς*?
20. Translate quite literally—*ἵνα δὲ μὴ σκανδαλίσωμεν αὐτούς, πορευθεὶς εἰς τὴν θάλασσαν, βάλε ἄγκιστρον, καὶ τὸν ἀναβάντα πρῶτον ἰχθὺν ἆρον· καὶ ἀνοίξας τὸ στόμα αὐτοῦ εὑρήσεις στατῆρα· ἐκεῖνον λαβὼν, δὸς αὐτοῖς ἀντὶ ἐμοῦ καὶ σοῦ.* What is the quantity of *α* in *βάλε* and *ἆρον*, *υ* in *ἰχθύν*?
21. Translate—*ἰδοὺ ἡμεῖς ἀφήκαμεν πάντα καὶ ἠκολουθήσαμέν σοι· τί ἄρα ἔσται ἡμῖν*; What is the quantity of *ι* in *ἰδοὺ*, of *ά* in *ἄρα*? Do you know any other *ἄρα*?
22. Translate—*ὁ βασιλεύς ἔρχεται πραΰς καὶ ἐπεβεβηκὼς ἐπὶ ὄνον, καὶ πῶλον υἱὸν ὑποζυγίου.*
23. What is the full import of the expression *ὁ ἐρχόμενος*?
24. Translate—*ἀποδεκατοῦτε τὸ ἡδύοσμον, καὶ τὸ ἄνηθον, καὶ τὸ κύμινον.* Mark the quantities of *κύμινον.*
25. Translate—*σοὶ λέγω, ἔγειραι.* Parse *ἔγειραι.*
26. Translate—*ἡ αὔριον.* Supply the ellipsis, and suggest any similar expressions.
27. Translate—*Ἔχετε κουστωδίαν· ὑπάγετε, ἀσφαλίσασθε, ὡς οἴδατε.* What is peculiar about *κουστωδίαν*? Mention any similar words that you know occurring in Matthew.

XENOPHON'S ANABASIS. Books I. and II.

1. What was the fate of Orontes?
2. Who commanded the various parts of the Greek army at the battle of Cunaxa?
3. How were the Greek generals entrapped and slain?
4. What were the history and the character of Clearchus?
5. Give the Greek terms for the various species of troops, as distinguished by their arms.
6. What is your notion of the parasang, the stadium, and the plethron?
7. What is the meaning of the expressions—*ταῦτα οὕτως ἰχνη—περὶ παντὸς ἐποιοῦντο—ζῶν αἰτίαν.*
8. Express in Greek—one might have seen; we must go; would to Heaven that Cyrus were alive!
9. Translate—*Οἱ δὲ στρατιῶται, οἳ αὐτοῦ ἐκείνου καὶ οἱ ἄλλοι ταῦτα ἀκούσαντες, ὅτι ὁ φαίη παρὰ βασιλέα πορεύεσθαι ἐπήνεσαν· παρὰ δὲ Ξενίου καὶ Πασίωνος πλείους ἢ δισχίλιοι λαβόντες τὰ ὅπλα καὶ τὰ σκευοφόρα ἐστρατοπεδεύσαντο παρὰ Κλεάρχῳ.*

10. In the above sentence, what is the force of *παρὰ* with the different cases? Mention the other prepositions that govern the same cases, and their primary meanings.

11. Translate—*καὶ γὰρ ἔργῳ ἐπεδείκνυντο καὶ ἔλεγεν ὅτι οὐκ ἂν ποτε πρέποιτο, ἐπὶ ἄκρᾳ φίλος αὐτοῖς ἐγένετο, οὐδ' εἰ ὅτι μὴν μείους γίνοιντο, ὅτι δὲ καὶ κάκιον πράξειαν. Φανερὸς δ' ἦν, καὶ εἴ τίς τι ἀγαθὸν ἢ κακὸν ποιήσειεν αὐτόν, νικᾶν πειρώμενος· καὶ εὐχὴν δέ τινες αὐτοῦ ἔξίφρεον, ὡς εὖ χοιτο τοσοῦτον χρόνον ζῶν ἐστι νικᾷν καὶ τοὺς εὖ καὶ τοὺς κακῶς ποιοῦντας ἀλεξόμενος. Καὶ γὰρ οὖν πλεῖστοι δὴ αὐτῷ ἐνί γε ἀνδρὶ τῶν ἐφ' ἡμῶν ἐπεθύμησαν καὶ χρήματα καὶ πόλεις καὶ τὰ ἑαυτῶν σώματα πρέεσθαι.*

12. Parse *πρέοιτο*.

13. Compare *φίλος*, and the adjectives from which *μείους* and *κάκιον* come.

14. Notice anything peculiar about *πρᾶξιεν*, *ποιήσειεν*, *νικᾷν*.

15. Give any Greek, Latin, and English derivatives from *πόλις*.

16. Translate—*Στέργων δὲ φανερὸς μὲν ἦν οὐδένα, ὅτῳ δὲ φαίη φίλος εἶναι, τούτῳ ἴνδηλος ἐγένετο ἐπιδουλεύων. Καὶ πολεμίου μὲν οὐδενὸς κατιγέλα, τῶν δὲ συνόντων πάντων ὡς κατεγελῶν δεινὸς διελέγετο. Καὶ τοῖς μὲν τῶν πολεμίων κτήμασιν οὐκ ἐπιδούλευε· χαλεπὸν γὰρ ἦτο εἶναι τὰ τῶν φυλαττομένων λαμβάνειν· τὰ δὲ τῶν φίλων μόνος ἦτο εἰδέναι ῥᾷστον ὂν ἀφύλακτα λαμβάνειν. Καὶ ὅσους μὲν αἰσθάνοιτο ἐπιόχους καὶ ἀδίκους, ὡς εὖ ὠφελημένους ἐφοδεῖτο· τοῖς δὲ ἰδίοις καὶ ἀληθιναν ἀσπιδῶσιν ὡς ἀνάνδροις ἐπιέρατο χρῆσθαι.* Of whom is this said?

ARITHMETIC—1st CLASS. Bursary of £10.

1. Find the cost of 493 yards at 17*s*. 9*d*. per yard.

2. What must be paid for 7 cwt. 3 qrs. 17 lbs., at the rate of 24 lbs. 12 oz. for 9*s*. 7½*d*.?

3. If 24 men can trench 4 acres 3 roods, 39 poles 24½ yards, in 10 days 7 hours—How many days will 35 men take to do the same? working 11 hours daily in both cases.

4. Find the value of 47 yards 1 quarter 3 nails, at 1*l*. 14*s*. 4*d*. per yard, by Practice.

5. What is the interest of 649*l*. 15*s*. for 5 years 8 months, at 4½ per cent. per annum?

6. How many cwts. Avoirdupois weight are in 816 lbs. 8 oz. Troy weight?

7. How many dollars at 4*s*. 3½*d*. may be got in exchange for 100*l*.?

8. What is the difference between $4\frac{1}{4}$ and $\frac{5}{6}$ of $6\frac{1}{3}$?

9. Find the product of $63\frac{3}{5}$ and $\frac{4}{9}$ of 37.

10. Add $\frac{3}{4}$, $\frac{4}{5}$, $\frac{5}{6}$, and $\frac{7}{8}$; also $\frac{1}{2}$, $\frac{2}{3}$, $\frac{5}{12}$, $\frac{1}{14}$, $\frac{4}{13}$, $\frac{1}{3}$, $\frac{11}{30}$.

11. Reduce $\frac{813}{1938}$*l*. to its lowest terms; and give its proper value.

12. Find the value of $9\frac{4}{11}$ cwts. at $4\frac{2}{5}$*l*. per cwt.

13. Reduce the fraction $\dfrac{3-\frac{1}{2}}{3+\frac{1}{2}}$ to its simplest form.

ARITHMETIC—2nd CLASS. Bursary of £15.

1. If 9 yards 3 quarters cost 4*l*. 16*s*. 2½*d*., what is the cost of 7 English ells 3 nails at the same rate?

2. Find by Practice the cost of $649\frac{5}{12}$ articles at 2*l*. 16*s*. 3*d*. each. Also of 8793 at 10½*d*.

3. If 24 men in 13 days of 10 hours long, build 600 yards of wall—How many days of the same length will 36 men require to build 800 yards of the same wall?

4. Find by Practice or Fractions the value of 9 cwt. 2 qrs. 14 lbs., at 6*l*. 18*s*. 4*d*. per cwt.

5. Reduce these to decimal fractions, then add the decimals, $\frac{1}{8}$, $\frac{5}{16}$, $\frac{1}{20}$, $4\frac{1}{5}$, and $\frac{1}{500}$.

6. What common fraction produces .0138′?

   Divide 4.75 by 86.495.

7. Find a fourth proportional to $4\frac{5}{7}$, $9\frac{3}{4}$, and $\frac{2}{3}$ of 19.

8. What is the square root of 916.743?

9. What is the interest of 496*l*. 16*s*. for 5 years and 219 days, at 4½ per cent. per annum?—To be solved decimally.

10. At what rate per cent. simple interest will 625*l*. amount to 720*l*. in 3 years and 292 days?

11. What is the discount on a bill for 750*l*. due at 5 months at 4 per cent.? Give both the common and the true method.

12. Find the Compound Interest of 1000*l*. for 5 years at 5 per cent.

ARITHMETIC—3RD CLASS. BURSARY of £20.

1. How long must 825*l.* be at interest at the rate of 4¾ per cent. per annum to gain 200*l.*?
2. I bought 16 cwt. at 7*l.* 5*s.* per cwt., and sold it, ten months after, at 1*s.* 4*d.* per lb.—what was my gain, and the gain per cent., allowing interest at 5 per cent.?
3. Reduce these fractions to decimals, $\frac{1}{2}$, $\frac{1}{5}$, $\frac{1}{7}$, $\frac{1}{9}$ and $\frac{1}{11}$, then add the decimal fractions. What is the square root of 49732, also of $\frac{5}{32}$?
4. Paid 4*l.* 16*s.* 8*d.* for 7 yards 1 nail—what must be paid for 5 yards 3 qrs.?—To be done by decimals.
5. If 37 men, in 12 days, working 10 hours daily, can build a wall 40 feet long and 16 feet high—how many days will 9 men require, working only 9 hours, to build a wall 50 feet long and 12 feet high?—Show how all such questions may be reduced to a simple proportion.
6. What is the compound interest of 1000*l.* for 5 years at 5 per cent.?
7. Find the cube root of 551.368.
8. Multiply 9 feet 7 inches 5′, by 6 feet 4 inches 7′, by duodecimals.
9. How long will a sum of money take to double itself at simple interest at 4½ per cent. per annum?
10. At what rate per cent. will a sum of money, put out at simple interest, double itself in 16 years?
11. A, B, and C are in trade together—A puts in 600*l.* for 9 months, B 800*l.* for 6 months, and C 500*l.* for 12 months; A claims as his just share of the gain 108*l.*—What was the whole gain?
12. Bought at 5*l.* per cwt.—how must the same be sold per lb. to gain 12 per cent?
13. What fractional part of 7 acres 3 roods 7 poles, is 5 acres 2 roods 1 pole?
14. What rate of interest is derived from purchasing in the 3½ per cents. at 87½?
15. If ⅓ of a goose be worth 3½*s.*, and ⅔ of a goose be worth ⅞ of a turkey—what is the worth of a turkey at this rate?

ALGEBRA—2ND CLASS. BURSARY of £15.

1. Find the value of the expression, $3a^2 - 3ab + 2bt - (4a^2 - 5b^2,)$ when $a = 3$, and $b = 4$.
2. Multiply $4a^2 - 2ab - 3b^2$ by $3a^2 + 2ab - 4b^2$, and give the value of the result, when $a = 3$, and $b = 4$, as above.
3. Divide $4a^4 + 7a^2 + 16$ by $2a^2 - 3a + 4$.
4. Add $\frac{4a - 2b + 5}{3}$, $\frac{3a + 5}{2}$, and $4a - \frac{2b + 3a - 5}{4}$.
5. Multiply $\frac{2a^2}{3} - \frac{3a}{2} + 2$ by $\frac{3a^2}{2} + \frac{2a}{3} - \frac{1}{2}$.
6. Divide $\frac{1}{a^4} - \frac{1}{a^2} + 1$ by $\frac{1}{a^2} - \frac{1}{a} + 1$.
7. Find the square root of $a^4 - 12a^3 + 13a^2 - 12a + 4$.
8. What is the value of x when $21 - 3x + 7 = 9x - 3 + 5x$.
9. Find the value of x when $3x + \frac{x}{3} = \frac{9x}{2} - 4\frac{2}{3}$.
10. Find the values of x and y, when $3x - 4y = 1$, and $9y - 4x = 17$.
11. Find the values of x and y, when $4x - \frac{3x + 2y}{2} = 31$, and $5y - \frac{4x - 3y}{9} = 8$.
12. Show that the product of the sum and difference of any two unequal numbers is equal to the difference of their squares.
13. The difference of two numbers is 9, and the difference of their squares is 99; find them.

ALGEBRA—3RD CLASS. BURSARY of £20.

1. Explain what is meant by $3a$, a^3, $\frac{a}{3}$, $-3a$, $a^{\frac{1}{2}}$, a^{-3}, $\frac{1}{3a}$, $\frac{1}{a^{-3}}$.
2. Divide $4a^4 + 5a^3 - 19a^2 + 8a + 3$ by $2a^2 + 4a - 6$.

3. Divide $\frac{9a^4}{4} + \frac{19a^2}{18} + \frac{1}{2}$ by $\frac{3a^2 + 1}{2} + \frac{2a}{3}$.

4. Raise $(a - 2b)$ to the 4th power.

5. Expand $(a - b)^m$; give the first three terms.

Expand $(a + b)^{\frac{m}{n}}$; give the first three terms.

6. Extract the square root of $16a^4 - 16a^3 + 8a^2 - 2a + \frac{1}{4}$.

7. Extract the square root of $\frac{4a^4}{9} - 2a^3 + \frac{97a^2}{36} - a + \frac{1}{7}$.

8. Add $4\sqrt{27}$, $\frac{1}{2}\sqrt{75}$ and $\frac{3}{5}\sqrt{507}$.

9. Multiply $\sqrt{5} + \sqrt{3}$ by $\sqrt{5} - \sqrt{3}$.

10. Reduce $\frac{a^3 + a^2 - 12}{a^2 - a - 6}$ to its lowest terms.

11. Give the simplest form of $\frac{\sqrt{7} + \sqrt{6}}{\sqrt{7} - \sqrt{6}}$.

12. Find x when $x - \frac{x - 2}{3} = \frac{x + 23}{4} - \frac{10 + x}{5}$.

13. Find x and y when
$$\left.\begin{aligned} \frac{4x + 5y}{40} &= x - y \\ \text{and } \frac{2x - y}{3} + \frac{2y}{} &= \frac{1}{2}. \end{aligned}\right\}$$

14. Find x and y when
$$\left.\begin{aligned} \frac{x}{a} + \frac{y}{b} &= 1 - \frac{x}{c} \\ \text{and } \frac{y}{a} + \frac{x}{b} &= 1 + \frac{y}{c}. \end{aligned}\right\}$$

15. Find x when $x + \frac{12}{x} = 12 - \frac{7 + 2x}{3}$.

16. The sum of two numbers is 7, and the sum of their cubes is 91, find them.

17. The difference of two numbers is 56, and the difference of their cube roots 2, find them.

GEOMETRY.—2ND CLASS. BURSARY of £15.

1. Define a right angle, a square, and a circle.

2. The greater angle of every triangle has the greater side opposite to it. Prove this,—state the kind of proof,—the relation of this proposition to the one immediately before.

3. If a parallelogram and a triangle be upon the same base, and between the same parallels, the triangle is half of the parallelogram. Prove this, and two of the preceding propositions required in the proof.

4. Bisect a given straight line. Show the series of dependencies of this problem upon the preceding propositions in Euclid.

5. The vertical angle and the base of a triangle are both bisected by the same straight line. What kind of triangle is it? Prove it.

6. The sum of two sides of every triangle is greater than twice the line drawn from the vertex to bisect the base.

7. If the four sides of any four-sided figure be bisected, and the adjoining points joined—the figure thus found is *what*? And *what* part of the whole figure? Prove both answers.

GEOMETRY.—3RD CLASS. BURSARY of £20.

1. Define a parallelogram,—and what is meant by a line cut in extreme and mean ratio.

2. If a straight line fall upon two parallel straight lines, it makes the alternate angles equal.—Define parallel lines, and alternate angles.

3. If a line be cut into any two parts, the square of the whole line is equal to the squares of the parts, and twice the rectangle contained by the parts.—Show the same Algebraically.

4. Prove that angles in the same segment of a circle are equal. Prove also the proposition upon which this immediately depends,—and the propositions in the First Book of Euclid upon which this last depends.

5. The line which bisects the vertical angle of a triangle cuts the base into segments, having the same ratio as the sides of the triangle.—How much of this can be proved by the First Book of Euclid?

6. Every line parallel to the base of a triangle is bisected by the straight line drawn from the vertex bisecting the base of the triangle.

7. The angle in a segment greater than a semicircle is less than a right angle.—Prove it; and find the area of a segment of a circle containing 60°, whose radius is 10 feet.

8. The two sides of a triangle are 10 and 17 feet, and its base 21 feet.—What is its ? and its ? and its ? &c. &c. As many answers as you can give.

me for creating a Teachers' Su-
the Rev. H. Moseley, M.A.,
Inspector of Schools.

4 *May* 1849.

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The schoolmaster is unprovided for in time of sickness, to which he is peculiarly liable.

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No. VI.

Report on Bursaries, February 1845.

The Committee have had great satisfaction in the results of the first step which they have taken towards raising the qualifications of their teachers, and extending encouragement to them in proportion to their merits. Twenty-six young men appeared as competitors for bursaries. To them sets of carefully prepared questions were submitted; and after two days' competition, it was found by the professional examinations, and by the Committee, after considering the attainments of the candidates and their aptitude for practical teaching, that eleven of them had established a right to receive bursaries: which were awarded to them accordingly.

It is, however, well that all interested in this subject should know, that while the whole competitors, and especially, of course, those who were preferred to the bursaries, acquitted themselves most creditably, and in such a way as to afford ample promise of future advancement and excellence, the average attainments of the young men were still below the standard held up to them on the questions on which they were tried, and very much below the still higher standard which the Committee are desirous of holding up in future competitions. They would, therefore, earnestly press upon all who may now be turning their thoughts towards teaching in connexion with the Free Church, upon ministers, school Committees, and all interested in the subject of Education,—the importance, and, indeed, the necessity of stimulating industry and exciting ambition, with the view of not only maintaining, but of elevating the standard of literary and scientific acquirements, as well as of enlarging the religious knowledge, and deepening, as far as human means may, the piety of those to whom the education of a rising generation, in days like these, is to be committed. To this end the Committee will steadily direct their attention in future competitions. The next will probably take place in the beginning of September; but before that time more precise regulations, in regard to the bursaries, will be announced, than could be communicated prior to the first experiment.

Report on a proposed Scheme for creating a Teachers' Superannuation Fund; by the REV. H. MOSELEY, M.A., F.R.S., *Her Majesty's Inspector of Schools.*

MY LORD, 4 *May* 1849.

THE elementary teachers of the West Riding of Yorkshire, having presented to your Lordship, by the hands of the Rev. Frederick Watkins, Her Majesty's Inspector of Schools for that district, a memorial to the effect that:—

"The establishment of a Mutual Assurance Society for Teachers, upon a secure and durable basis, in which teachers could confidently make periodical deposits, would relieve the anxiety which has long been experienced by them in providing the means of support in sickness and old age, and in contributing towards the maintenance of their families in case of death; and that such a society, if conducted under the auspices of my Lords the Committee of Her Majesty's Privy Council on Education, would, as they confidently believed, be received with gratitude by the great body of teachers throughout the kingdom."

I was instructed by your Lordship to submit to you a statement of the reasons for which it was judged expedient that such an association should be formed, and of the plan on which it should be conducted.

I beg now to lay this statement before your Lordship, regretting that by the pressure of other official duties this has so long been delayed.

The schoolmaster is unprovided for in time of sickness, to which he is peculiarly liable.

It is not often that the stipend of the schoolmaster affords him the means of providing against sickness or old age, or for the maintenance of his family in case of his death. The ve[illegible]irit he is of, and which makes him a g[illegible]as a tendency to make him [illegible]ely that the funds of [illegible]tenance being at the same of his duties [illegible]state of his feared)

The destitution of his family in case of his death.

The destitution of his family, in case of his death, is aggravated by the fact, that the schoolmaster rarely, I believe, brings up his children to any mechanical or laborious calling, being accustomed to look forward to his own walk in life as a future occupation for them, or perhaps to some higher one.

Schools often conducted by teachers who, from their years and infirmities, are unequal to that charge to the great detriment of education.

I have frequently found schools in charge of teachers, who, from their years and infirmities, were unequal to the task, and whom the managers would have been glad to have removed had there been any other provision for their maintenance, and have reason to believe that the interests of education in other districts than my own suffer greatly from this cause.

The Minutes of the 25th August 1846, do not provide against this evil.

Their Lordships' Minutes of the 25th August 1846, provide, it is true, for retiring pensions to be granted to teachers "who shall be rendered incapable, by age or infirmity, of continuing to teach their schools efficiently." They annex, however, as a condition, "That in all cases of application for pensions, a report shall be required from the Inspector, and from the trustees and managers of the schools, as to the character and conduct of the applicants, and the manner in which the education of the pupils under their charge has been carried on. The amount of the pension to be determined according to such report, and in no case to exceed two-thirds of the average amount of salary and emoluments annually received by the applicant during the period that the school shall have been under inspection."

Their Lordships obviously contemplate, by this Minute, that the retiring pensions allowed to teachers should be dependant upon their merits. Without this condition, their grants would not indeed operate for the encouragement of zealous and efficient teachers: it involves, nevertheless, this result, that an inefficient teacher cannot become entitled to such a retiring pension as shall be sufficient for the maintenance of his family, and justify the promoters of the school in calling upon him to resign his situation. The great advantage of providing for schoolmasters' retiring allowances is not, therefore, secured by the Minutes in those cases where it is most important to secure it. It is the inefficient and not the efficient schoolmasters whose retirement is to be desired.

In cases, moreover, where the schoolmaster's previous services may have entitled him even to the highest retiring pension provided for by the Minutes, the reduction of one-third of his income may sometimes operate to prevent him from retiring at that age when it

to the class of teachers. Their destitution in old age will not be less complete, or their claims for relief, when infirmities come upon them, less urgent; claims which their certificates will be held to authenticate.

The State would thus give its authority to a principle which, if generally acted upon, would contribute greatly to diminish the public burdens, and raise the standard of the public morals.

Nor is it an unimportant consideration, in this view of the subject, that by requiring every teacher who receives a public grant, to make a provision for old age, the State would declare in a more public manner, perhaps, than could by any other means be done, its sense of the binding nature of the obligation which lies upon *every man* to make such a provision, would awaken a sense of this obligation in the minds of the pupil-teachers at an age when it is most likely to be lasting, and would give its authority to a principle which, if generally acted upon by persons having others in their employment, would contribute to diminish the public burdens, and to raise the standard of the public morals.

The existing superannuation fund of the civil servants of the State.

Referring to the various plans on which superannuation funds, and funds for the support of widows and orphans have, in other cases, been created, I find, in respect to the civil service of the State, that (by Treasury Minute from 1829, and by Act of Parliament since 1834) 2½ per cent. has been deducted from all salaries not exceeding 100*l.*, and 5 per cent. from all above that sum, and contributed to a superannuation fund. The scale of allowances made by the State as a superannuation in the civil service was formerly $\frac{1}{1}$ths of the salary after ten years' service, rising thence by $\frac{1}{1}$th every five years; but by the Superannuation Act this has been reduced, beginning now, from $\frac{3}{1}$ths after ten years' service, and rising by $\frac{1}{1}$th every seven years, until it becomes $\frac{8}{1}$ths.

Superannuation allowance of the civil servants of the East India Company.

The East India Company allows to its civil officers at home (without requiring any contribution on their part), one-third of their salaries after ten years' service, one-half after twenty years, and two-thirds after any greater number of years.

Funds for widows and orphans of the civil servants of the East India Company.

To provide for their widows and orphans it creates a fund by deducting 2 per cent. annually from their salaries, by an annual grant of 4,600*l.*, and by a guaranteed rate of interest.

Fund created by the Trinity House for the widows and orphans of its servants.

The Trinity House, proceeding on the same principle, takes 2½ per cent. indiscriminately from the salaries of bachelors, widowers, and married men, to provide annuities for widows and orphans.

Proposed fund for the widows and orphans of the servants of the State.

I am informed that the Government has been moved by a large body of its civil servants, to create a fund on this principle, for the maintenance of their orphans

grants its certificates, to provide that the elementary education of the country shall not be burdened with their maintenance, or the State embarrassed with their destitution, when, by reason of old age, they are no longer equal to the discharge of their duties. With this view I propose :—

That from all annual grants to certificated masters and pupil-teachers to be appointed after the year 1849, there shall be deducted the sum necessary to secure to each, a retiring pension of not less than 20*l*., when he shall attain an age not exceeding sixty years.

That the sums so contributed by each shall be understood to be forfeited to the fund if he shall die before that period, or if, ceasing to receive a public grant, he shall cease to contribute to it.

The contributors to be allowed, by an addition to the required contribution, to provide that the whole amount of their contributions shall be returned to their families at their death.

That to the table of annual premiums calculated as sufficient for this object by such actuaries as your Lordship may approve, shall be added another, in which shall be specified the sums to be added to the above-mentioned premiums, to provide that at the deaths of the assured, there shall be returned to their representatives, the whole of the sums they shall severally have contributed; it being left to their option to make these additions to their annual premiums or not.

A payment of about 15*s*. annually sufficient to secure to a pupil teacher an annuity of 20*l*. at the age of 65.

Having calculated, according to the Carlisle tables of mortality, the annual premium for which a pupil-teacher, supposed to be of the age of from thirteen to sixteen years, may purchase an annuity of 20*l*., to commence at the age of sixty-five, I find it to be about 15*s*. at the rate of interest (3½ per cent.) allowed by the Commissioners of the National Debt. For an annuity to commence at sixty instead of sixty-five, the annual payment would be 24*s*. instead of 15*s*. Objections would, perhaps, be made to a deduction of the former sum from the annual stipend of a pupil-teacher, but not to the latter; nevertheless, sixty, and not sixty-five years is the period at which the schoolmaster's retiring pension should begin to be payable.

The schoolmaster's annuity should commence at the age of 60 instead of 65.

An addition of one per cent. recommended to be made for the purposes of this fund to the interest (3½ per cent.,) paid by the Commissioners of the National Debt.

Under these circumstances I have thought that their Lordships, looking at the great benefit which could not but result to the public from a provision for the retirement of superannuated schoolmasters, and the great advantage to pupil-teachers of beginning to contribute to a superannuation fund from the commencement of their apprenticeship; would take into their consideration whether an addition of *one* per cent. might not, with advantage to the public service, be made to the interest payable on such funds by the Commissioners

of the National Debt. Interest thus payable at 4½* instead of 3½ per cent. would, by reason of the long period through which the annuities of pupil-teachers are deferred, make a great difference in the annual premium, reducing it from 24*s.* to 16*s.* 4*d.* for an annuity of 20*l.*, payable at sixty years of age to a person now aged fifteen years. The persons receiving their Lordships' grants would the more willingly concur in the reductions made in such grants for a superannuation fund, in consideration of the contributions which their Lordships would thus make to that fund, and they could not but be received as a distinguished mark of their consideration and their sympathy.

The annexed table, which has been obligingly calculated for me by an actuary of great eminence (Mr. Neison of the Medical Assurance Office) will put the influence of a small difference in the rate of interest, in reducing the annual payments for a deferred annuity, in a striking point of view.

The annuities of teachers who shall give up that occupation, may be secured afterwards by continuing their annual payments on a different scale, to be calculated for that purpose.

To such apprenticed pupil-teachers as may not become certificated teachers, and to such certificated teachers as may cease to be teachers, the advantage should not be continued of the addition of one per cent. to the superannuation fund.

Such persons may, however, secure to themselves the annuities to the purchase of which they will have begun to contribute, by annual payments, which, after they have left the office of the teacher, must be calculated at the rate of 3½ per cent. interest, instead of 4½ per cent.

Official business connected with the payment of annuities to be transacted at the National Debt Office.

From inquiries which I have instituted at the office of the Commissioners for the Reduction of the National Debt, I have reason to believe that the official business connected with the granting, and the payment of these annuities, might be transacted at that office. If this were done, no other addition would be made to the business of the Council Office than is implied in the deduction from each grant of the annual payment for the annuity of the person to whom such grant is made.

I have the honor to be, &c.,
HENRY MOSELEY.

To the Lord President of Her Majesty's Privy Council.

* I am informed that interest is actually paid by the Commissioners of the National Debt, at this rate of 4½ per cent. on the funds of Friendly Societies enrolled before the 28th July 1828. An augmented interest is in like manner guaranteed on sums invested as savings by soldiers; and by the East India Company to its widows and orphans; and I have thought that their Lordships might consider the schoolmaster entitled to be put on the footing of the most favoured.

APPENDIX A.

Single and Annual Payments to provide a deferred Annuity of 20*l.* yearly, to commence on attaining Sixty years of age. The annual payments to cease on attaining Sixty years of age.

Age.	3 per Cent.		3½ per Cent.		4 per Cent.		4½ per Cent.		5 per Cent.		6 per Cent.	
	Single payment.	Annual payment.	Single payment.	Annual payment.	Single payment.	Annual payment.	Single payment.	Annual payment.	Single payment.	Annual payment.	Single payment.	Annual payment.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
15	31 5 9	1 8 9	24 2 9	1 3 11	18 13 2	0 19 10	14 3 9	0 16 3	11 4 5	0 13 8	6 16 1	0 9 4
20	37 10 1	1 16 8	29 12 9	1 11 0	23 9 4	1 6 2	18 6 0	1 2 0	14 6 1	0 18 9	9 8 3	0 13 4
25	45 7 3	2 7 4	36 14 6	2 0 10	29 15 10	1 15 1	23 17 4	1 9 11	19 14 3	1 6 0	13 2 10	0 19 3
30	55 4 9	3 2 5	45 16 4	2 14 9	38 1 5	2 8 0	31 6 7	2 1 9	26 8 7	1 16 10	18 9 5	1 8 5
35	67 10 1	4 4 6	57 7 3	3 15 5	48 16 7	3 7 3	41 5 0	2 19 8	35 11 2	2 13 6	26 1 2	2 2 8
40	82 17 2	5 18 11	72 2 9	5 7 9	62 18 1	4 17 11	55 0 11	4 8 3	48 1 0	4 0 5	36 18 5	3 6 4
45	102 9 3	8 17 6	91 7 10	8 3 4	81 12 9	7 10 5	72 14 2	6 18 2	65 8 4	6 7 11	52 14 1	5 9 1
50	128 3 4	14 14 5	117 2 5	13 14 4	107 3 5	12 17 1	97 17 0	12 0 5	90 1 9	11 5 10	76 2 2	9 18 9

Annual Contributions for Members entering at different Ages to provide a deferred Annuity of 20*l.* per annum, interest being allowed at 4½ per cent.

Age at entry.	Age at which the Contribution is to cease and the Annuity to begin.								
	60			65			70		
		£.	s.	d.		£.	s.	d.		£.	s.	d.
13	0·748	0	15	0	0·422		8	6	0·216	0	4	4
20	1·100	1	2	0	0·632	0	12	8	0·322	0	6	6
30	2·087	2	1	9	1·174	1	3	6	0·590	0	11	10
40	4·412	4	8	3	2·270	2	7	6	1·156	1	3	2

APPENDIX B.

Abstract of a Plan for creating a Teachers' Superannuation Fund.

In old age the schoolmaster is continued in his office when he has ceased to be equal to the discharge of its duties, because there is no other means of providing for his support.

The retiring pensions provided for by the Minutes of Council for 1846, do not meet this difficulty in the case in which it is most urgent. They provide only for retiring pensions for *good* schoolmasters. It is the retirement of *bad* schoolmasters which is most to be desired, and which cannot be provided for except by themselves.

Considerable embarrassment will probably result to the Government, unless some provision be made for the maintenance, in their old age, of the schoolmasters who hold the certificates of the Committee of Council, and who have, for a long series of years, received Government pensions. The present time, when Government is adding largely to the incomes of the teachers, is a favourable one for impressing upon them a sense of the duty, and encouraging them to the practice of economy and forethought. This is, moreover, an important lesson to impress upon the minds of the new race of teachers forming under the auspices of the Committee of Council. For these reasons it is proposed :—

1st. That a sum, not exceeding 16*s.* 6*d.*, be deducted from the annual stipend of each pupil-teacher.

2nd. That upon the fund thus collected there be allowed 4½ per cent. interest, being 1 per cent. in addition to 3½ per cent. allowed by the Commissioners for the Reduction of the National Debt.

3rd. That in consideration of such annual payments, each pupil-teacher shall become entitled to an annual pension of 20*l.* when he shall attain the age of sixty, if these annual payments shall continue to be made until that time; they being sufficient, when so augmented by interest, for the purchase of such pensions.

4th. That from the annual grant of every schoolmaster or schoolmistress, consequent upon the holding of a certificate, there shall be deducted such a sum annually, and contributed to this common fund, as shall provide for the said schoolmaster or schoolmistress, at an age not later than sixty, an annual pension of not less than 20*l.*, if it shall continue to be paid until then.

5th. That this fund shall be deposited with the Commissioners of the National Debt, and the annuities paid at their office.

6th. That the creation of this superannuation fund shall not interfere with the provisions of the Minutes of 1846, for the benefit of teachers, in any other respects than have been herein specified.

7th. That no sums of money paid to this fund shall be returnable to the contributors, except for the objects for which they were severally contributed, and in fulfilment of the obligations thereby contracted.

8th. That any funds which shall, in the course of years, be accumulated over and above those necessary to secure the payment of just claims upon the superannuation fund, shall be applied to the erection of almshouses, to be conveyed in trust for the residence of the widows of schoolmasters, and the maintenance of schools for their orphan children, or else in diminution of the annual payments of the insured, or in augmentation of their annuities.

9th. That it shall be allowed to every contributor, by an addition to his annual payment, (to such an amount as may be calculated to be sufficient,) to provide that the whole sum he has contributed be returned to his representatives in case of his death before he shall have entered on his annuity.

10th. That if any contributor to this fund shall cease to follow the occupation of a teacher, it shall be permitted him to secure to himself, nevertheless, the annuity towards the purchase of which he has contributed, by continuing his contributions on a scale calculated at 3½ per cent. interest, instead of the 4½ per cent.

15 *March* 1849. HENRY MOSELEY.

Report (to the President of the Board of Trade), by Her Majesty's Inspector of Schools, the Rev. H. MOSELEY, M.A., F.R.S., *on a proposed establishment of Schools for Seamen's Apprentices, in Seaport Towns.*

SIR, 5 *July* 1849.

IN compliance with your request that I should draw up for your consideration a plan for establishing schools in sea-port towns, in which a superior class of seamen's apprentices may receive the scientific instruction necessary to qualify them when they shall become the masters of ships, to navigate them with safety; I beg to report that teachers qualified to conduct such schools should be well instructed in the various branches of an ordinary English education, and versed in elementary mathematics, and practical astronomy; that they should be skilful observers with the sextant, and accustomed to compute from their own observations. I have reason to believe that teachers possessing these qualifications, and adapted to the office by their personal character, and by their experience in teaching, may be found among the class of Her Majesty's naval instructors on half-pay. Besides the master there should be appointed in each school two apprenticed pupil-teachers as assistants. These may be appointed, in the first instances, from the Greenwich schools, the indentures of one of the existing pupil-teachers of that school being transferred to each master of the new schools, and a junior pupil-teacher appointed from among the best qualified boys of the Greenwich schools.

Qualifications of teachers.

Such teachers may be found among the class of Her Majesty's naval instructors on half-pay.

Two apprenticed pupil-teachers should be appointed in each school, to assist the master.

Pupil-teachers to be appointed in the first instance, from the Greenwich schools.

After such first appointments, vacancies in the office to be filled up from the schools themselves.

The number of boys in each school should be limited, in the first instance, to sixty; that number being probably the greatest to whom it would be found practicable to afford the individual instruction which is especially required by the nature of the subjects to be taught. The schools should, however, be built to contain one hundred boys.

The number of boys in each school should be limited to 60.

The schools should be built to contain 100 boys.

Each school-house should contain a gallery for simultaneous instruction, and a separate room for in-

struments. Where the school-house is situated in a crowded neighbourhood, facilities for observing with the sextant should be provided for, in its construction.

The school-buildings should include a residence for the master large enough to accommodate, with his family, the two pupil-teachers, who should be required to reside with him. An evening school should be opened on four evenings in the week for the instruction of such seamen's apprentices (whose ships are in port, or who are waiting for ships,) as may be desirous to avail themselves of it.

The school-building to include a master house, with accommodation for two pupil-teachers.

An evening school to be kept for the instruction of seamen's apprentices, whose ships are in port.

Besides such apparatus as is commonly used in other schools, the following should be provided for the use of each of these schools, of the best kind :—six sextants, a chronometer, a set of nautical charts, an astronomical clock, an astronomical telescope, a barometer, a thermometer, a hygrometer, an artificial horizon, a compass, apparatus illustrative of the principles of astronomy, and apparatus to illustrate the nature of magnetic attraction.

Instruments to be provided for the use of the schools.

The schools should be under the general management and control of the Board of Trade, by whom the masters should be appointed, and the general course of instruction to be pursued in each school prescribed.

The schools to be under the general management and control of the Board of Trade.

The Incumbent of the parish or other ecclesiastical district in which the school is situated, should be requested to undertake the direction of the religious instruction in the school.

But the religious instruction of the children to be placed under the supervision of the incumbent of the parish or other ecclesiastical district in which the school is situated.

No boy should, however, be required to learn the Church Catechism, or be taught the distinctive doctrines of the Church, whose parents, from conscientious motives, objected to his receiving such instruction.

The scriptures to be taught daily in the schools.

No boy to be taught the church catechism whose parents may object to his learning it.

The Rector or other Incumbent of the parish in which the school is situated, together with the Mayor and Corporation of the town, the Comptroller of the Customs of the Port, and such other persons as in each case may be judged expedient, should constitute a Board of Visitors to the schools, to see that the regulations of the Board of Trade are duly carried out in respect to it, and to exercise a general supervision over the conduct of the master.

The rector of the parish, together with the mayor and corporation, are to constitute a Board of Visitors.

These gentlemen might be requested to meet at the school-house twice a year, and to report to the Board of Trade on the progress of the school.

The schools should be under the inspection of the Committee of Council on Education, one of whose Inspectors should visit them annually, and examine the boys; his report thereon to the Committee of Council being communicated to the Board of Trade.

The schools to be inspected by the Committee of Council on Education.

Age of admission.

No boy should be admitted to the school being younger than eleven, or older than fourteen years.

Time to be occupied by the course of instruction.

The course of instruction should be so ordered as not to occupy a period of less than two or more than three years.

Qualifications for admission.

Each boy on his admission to the schools should be able to read fluently in any book of general information, to write a passage from dictation correctly as to the spelling, and in a good hand: to work questions in arithmetic as far as the Rule of Three.

After the first year from the establishment of the schools, this limit should, however, be extended to decimals. The following subjects should be taught in the schools:—

Subjects of instruction in the schools.

- Religious knowledge.
- Geography . . . (Descriptive. Historical. Physical. Commercial.)
- Arithmetic.
- Geometry.
- Algebra.
- Trigonometry . . (Plane. Spherical.)
- Nautical Science . (Navigation. Nautical Astronomy.)
- Practical Mechanics.
- Physical Science.

Text-books required for instruction in nautical science.

The existing text-books in navigation and nautical astronomy are not sufficiently elementary for the use of the schools; the scientific information they contain is not conveyed under the simplest forms, as sanctioned by the present mathematical teaching of the Universities and other places of instruction, and they are more laborious to study, and larger and more costly than is required. Competent persons should therefore be commissioned to write—1st. A text-book on the theory of nautical science;* and 2ndly. A book of examples in nautical science for the use of the schools.

Text-books on nautical science to be written specially for the use of the schools.

In all other subjects of instruction, text-books are to be found well adapted to the use of the schools. Every boy should be required to purchase these, and also his nautical text-books for himself; but they should be sold to him at a reduced price, and if necessary, he should be allowed to pay for them by instalments.

The boys should buy their own books.

School hours.

The hours of attendance on the day school should be, in the morning from nine to twelve, and in the afternoon from two until five in the summer, and until

* This book might also, with advantage, include a treatise on plane and spherical trigonometry.

four in the winter. In the evening school, from six until nine.

Hours of attendance of the master.

As the constant attendance of the master and the two assistants on the day and evening schools would involve more labour than it would be reasonable to require from them; it may be arranged that two only should attend in the afternoon and the evening lessons, that teacher who is absent from the one, being present at the other.

Fee of the day school.

Taking into my view the class of persons for whose education it is the intention of the Board of Trade, in establishing these schools, to provide, I recommend that the school fee be fixed at one guinea per quarter.

Fee of the evening school.

The fee of the evening school should be the same with that of the day school, viz., one guinea per quarter; but as many seamen's apprentices may be desirous to attend the school by the month, the fee may be charged at the rate of 6*s.* per month. No person, being actually in the sea-service, or having been so, should be admitted to the day school.

The salary of the master to be 120*l.*

The salary of each master should begin at 120*l.*, and increase every five years that he remains in the office by 10*l.*, until it becomes 200*l.*

Out of this salary a sum to be annually deducted, sufficient to insure a retiring pension of 100*l* at the age of 65.

From this salary there should be deducted annually a sum sufficient to secure to him, in a public Insurance Office, a retiring pension of 100*l.* at the age of sixty-five, at which age he should be required to retire from the responsible charge of the school.

The master to receive two-thirds of the fees of the evening school.

In addition to his salary the master should receive two-thirds of the fees of the evening school.

The salaries of apprenticed pupil-teachers.

Each pupil-teacher should be apprenticed for five years, and allowed a salary of 15*l.* for the first year, to increase by 2*l.* 10*s.* annually.

The pupil-teachers to receive, in addition to their salaries, one-third of the fees of the evening school.

In addition to their salaries the two pupil-teachers in each school should receive one-third of the proceeds of the evening school, which sum should be equally divided between them.

A protector of merchant seamen's apprentices should be appointed in every port where there is a school.

In every port where a school is established, it is expedient that some person should be appointed to whom applications for boys to be apprenticed might be made by the captains of ships, and who should watch over their interests when so apprenticed.

The protector of seamen's apprentices might exercise a useful supervision over the school.

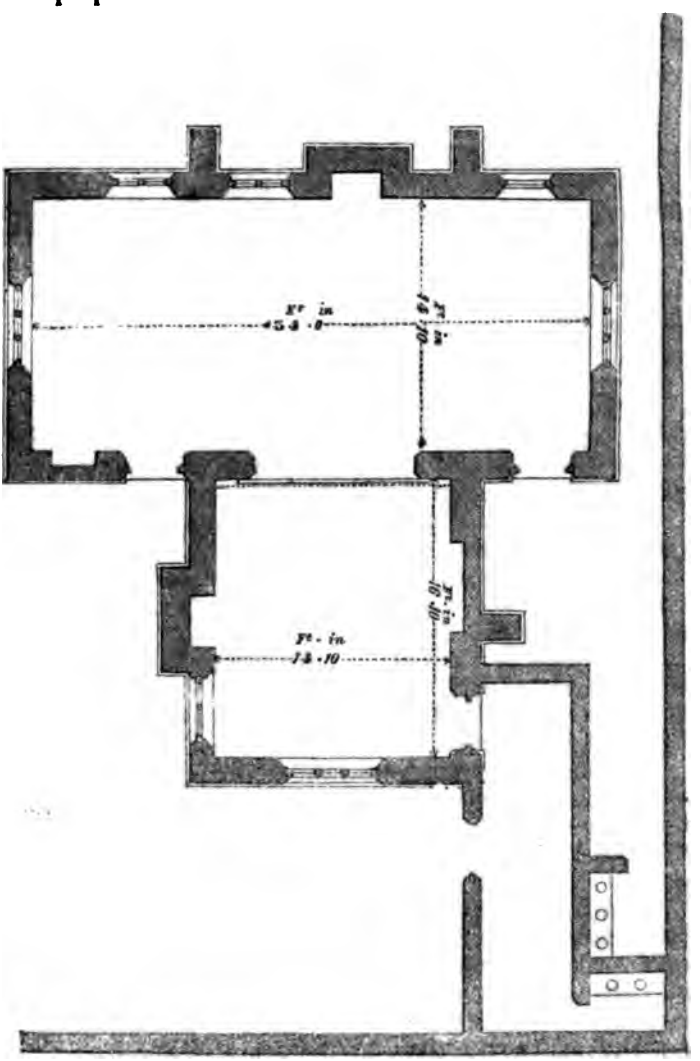
If the person appointed to this office were an officer of Her Majesty's Navy on half-pay, selected with a special reference to his qualifications for it, he might exercise, with great advantage, a supervision over the professional instruction given in the school, on which he should report, from time to time, to the Board of Trade.

The boys of the day school and the evening school should be practised daily, the weather permitting, in observing with the sextant.

Observations should be taken daily with the sextant (the weather permitting) by the boys of the day school and evening school, the observations of each boy should be recorded by him in a book kept for that purpose, and as many of them as may be found practicable, should be calculated.

The plan of the school-house.

The following is the ground plan of a school-house erected at Winchester, the dimensions and the arrangement of which adapt it well for the purposes of the proposed schools.



The following is a statement of the total cost of the building, of this school and of the site, which includes a walled play-ground. The cost of the school building.

	£.	s.	d.
Cost of site	100	0	0
School-rooms	399	2	0
Out-houses	16	15	6
Fences	69	5	9
Architect	4	4	0
Legal expenses	9	2	8
Fittings, including warming apparatus	38	13	5
Other expenses	26	3	5
Total	£ 663	6	9

Considering that the schools are to be erected in populous districts, that besides the school-rooms there is to be a master's house, and that certain expenses will have to be incurred in adapting the buildings to the special object of the schools, I think that their cost, when completed with the requisite fittings, should be estimated at 1,300*l.* Probable cost of the school buildings of the proposed schools.

The probable cost of the instruments and other apparatus with which each school should be supplied, and which should be of the best kind, would be 200*l.* Instruments and apparatus.

Supposing that schools are established at the following seaports, twelve in number, the total cost of establishing them in the first instance would therefore be— Total cost increased in establishing the schools.

	£.
For sites, buildings, and fittings	15,600
For instruments and apparatus	2,400
Total	£ 18,000

The following are the sea-ports which make up the number of twelve, assumed in the above calculation, as those where schools should be established :— Sea-ports where schools should be established.

London	Leith
Liverpool	Glasgow
Bristol	Dundee
Newcastle	Dublin
Sunderland	Cork
Hull	Belfast.

If each school be fully attended, the school fees (exclusive of the night school) will produce annually 240*l.*, applicable to the cost of maintaining it. The cost, by reason of the salaries of the teachers, may be estimated as follows:— Cost of maintaining the schools.

	£.
Head master 120*l.*, increasing in 40 years to 200*l.*, average	155
Two pupil-teachers 15*l.*, increasing to 25*l.* each; average for the two	40
Average annual expenditure in salaries .	£ 195

The surplus of 45*l.* will be sufficient for incidental expenses.

If the schools fill, it may, from this calculation, be assumed that they will support themselves. The education given in them being assumed not to be a mere technical course adapted to the sea, but a scientific course addressed to the understanding, by methods which experience has shown to be those best adapted to exercise, and to develope its resources, and therefore to fit the boy, when he shall become a man, for any walk in life, in which the exercise of a vigorous understanding, and a sound judgment, may be serviceable to him; it is to be presumed that should he, after having commenced his education at the school, see fit to alter his intention of going to sea, he will yet have been far more benefited by it, than by the course of instruction he would have received at the schools usually frequented by persons of the same class in life.

I have the honor to be, &c.,
HENRY MOSELEY.

To the Right Hon Henry Labouchere, M.P.,
President of the Board of Trade.

Report by Her Majesty's Inspector of Schools, the Rev. HENRY MOSELEY, M.A., F.R.S., *on the Schools for Apprentices in Her Majesty's Dockyards.*

October, 1849.

MY LORDS,

IN compliance with your instructions, I have examined the Schools for Apprentices in Her Majesty's dockyards at Portsmouth, Devonport, Chatham, Woolwich, Sheerness, Pembroke, and Deptford.

The total number of apprentices attending these schools is 665. Their ages vary from 13 to 19 years, and all are in the first four years of their servitude, except those who, being candidates for admission to the Central School, have been permitted to await my examination, notwithstanding that they have entered on their fifth years.

The hours of attendance at the schools, as prescribed by the Admiralty Regulations, are from 1½ P.M. to 8½ P.M. daily; the apprentices in each school being directed to be taught in two divisions, one of which is to attend from 1½ o'clock to 6, and the other from 6 o'clock to 8½. From the practical difficulty of one master continuing to teach without intermission for so many hours, this regulation has, however, been modified in some of the schools under the care of a single master.

The Chatham, Sheerness, Woolwich, Deptford, and Pembroke schools are each thus taught by a single master. The Portsmouth and Devonport schools have each two masters.

The subjects of instruction are those generally taught in elementary schools, with the addition of Geometry, the Elements of Algebra, and, in a few cases, Trigonometry and the second part of Algebra. I examined all these schools orally in Religious Knowledge, Reading, English Grammar, History, and Geography; and proposed to each a series of questions to be answered in writing.

Copies of the questions which I proposed to the Portsmouth school are appended to this Report.* Those proposed to the other schools were similar to these.

Answers were given to these questions in writing, and the written answers of 604 apprentices are now before me. They have been carefully examined, and the result is recorded in the following Table:—

* Appendix A.

| NAME OF THE SCHOOL. | Number of Apprentices on the Books of the School. | Number who sent in Papers. | Number per Cent. of Apprentices in each School who have | | |

From this Table, which shows the proportion borne by the number of those apprentices in each school who have done *well* to the *whole* number in that school, it appears that the largest schools are not the best; the probability of any given apprentice reaching a certain moderate standard of general attainment (getting a fair education) being, for the most part, less in those schools than in the others.

This must not, however, be accepted as a full statement of the relative efficiencies of the schools. It does not indicate truly the schools in which the standard of mathematical attainment is the *highest*, and in which there is the greatest probability of any apprentice reaching that standard. In this respect the Portsmouth school stands pre-eminent.

The Portsmouth School.—This school is taught in two divisions. The master of the second division is Mr. Bradley. The first division is placed under the immediate charge of the head master of the school, Mr. R. Rawson, a gentleman who, with eminent mathematical attainments, unites all the qualities of an efficient mathematical teacher.

The number of apprentices in the upper school is 47, of whom 7 are engineers, and the rest principally shipwrights.

The instruction of both classes in religious knowledge has been undertaken by the Rev. Joseph Woolley, M.A., head master of the Central School, who attends once a-week for that purpose. In other respects, the instruction of the upper school is wholly mathematical, the education of the apprentices in the other subjects included in their course being supposed to be completed in the lower school.

The apprentices of the first class have read six books of Euclid, and Algebra as far as Quadratic Equations, and some of them as far as Cubic Equations, and they have a little knowledge of the theory of equations of the second degree. They have read the first, second, and fourth sections in Hymer's Trigonometry, and are acquainted with the simpler problems in statics and with the dynamics of constant forces.

The second class have read three books of Euclid and Quadratic Equations; and the third class one book of Euclid and Simple Equations.*

My examination bears ample testimony to the excellent way in which these subjects have been taught. It has obviously been the object of Mr. Rawson to accustom these young men to think for themselves. He is of an opinion that no one can be

* At my last examination of this school, out of 117 apprentices whom I then examined, only *eleven* afforded evidence of any knowledge whatever of algebra and geometry. More than the same amount of knowledge of these subjects has now been attained by *fifty*.

a good mathematician who is not, to a certain extent, *self-instructed*, and this opinion governs the mathematical education he is giving in the school.

A great deal of the time of his scholars is occupied in the solution of problems, and they are, apparently, accustomed to apply under this form *all* the mathematical knowledge they acquire, from its first elements.

It is thus that the mathematical mind is built up upon a sure basis.

The candidates from the Portsmouth school for admission to the Central School were in their mathematical attainments considerably in advance of those from any other school.

I should be glad to be able to record as favourable an opinion of the lower school as of the upper. It consists of 117 apprentices, who are taught by a single master, in two sections, one containing 56 shipwrights, and the other 42 caulkers, sailmakers, and blacksmiths, and 19 engineers. These sections attend the school on alternate afternoons and evenings, except that the engineers attend only three hours in the week.

The subjects of instruction are Religious Knowledge, English Grammar, Geography, Writing, and Arithmetic, and, to the first class, the first and second books of Euclid and the Elements of Algebra. I received an unfavourable impression of the discipline of this school. It was, indeed, found impossible to preserve silence in it whilst my examination was proceeding. In respect to attainments, it has advanced since my last examination, but is yet greatly below the standard which might reasonably be expected in a school composed of youths from the age of 13 to 18 years, to whose education so large a portion of their time is devoted, and who must, by the Admiralty Regulations, have attained a respectable standard of instruction before they were admitted.

The Devonport School.—This school, composed of 120 apprentices, is taught in five classes, by a master (Mr. Rae), and an assistant master (Mr. Buttery).

The subjects of instruction are nearly the same as in the Portsmouth school. The Table prefixed to my Report shows, however, that in respect to mathematical instruction the standard of efficiency is by no means so high; nor is the standard of general instruction in the school such as to compensate for the comparative inferiority of its mathematical teaching. I am glad, however, to bear testimony to a marked improvement in the Religious knowledge of the apprentices, to which the chaplain of the yard, the Rev. Mr. Briggs, has given great attention.

A lending library has recently been opened, containing from 300 to 400 volumes.

Two apprentices were recommended from Devonport for admission to the Central School.

The Chatham School.—Only one of the 92 apprentices who compose this school has reached a respectable degree of attainment in elementary mathematics, or given any evidence of mathematical ability. Whilst the general standard of efficiency in respect to mathematical instruction is thus so low as scarcely to realize the objects for which the school was instituted, I can, however, speak favourably of the labours of the master (Mr. M'Garahan) in other things. His pupils have done well in English History and Geography, and fairly in Arithmetic and Industrial Mechanics.

One apprentice was recommended for admission to the Central School.

The Woolwich School.—A substantial school-room has been erected since my last inspection, with a capacious class-room. The architectural character of the building is appropriate, and the internal arrangements and fittings exceedingly well adapted to the purposes of the school. It is composed of 100 apprentices, placed under the charge of a single master (Mr. Macavoy), who teaches them without intermission * from 1½ to 8½ P.M. daily.

The school having been established only one year, a high standard of general and of scientific instruction was not to be expected in it. I cannot, however, think that the labours of a single master are sufficient for the efficient instruction of so great a number of apprentices.

A lending library, containing 1,100 volumes, has been established for the use of the dock-yard labourers and apprentices.

I have been unable to recommend any apprentice from this school as qualified for admission to the Central School.

The Deptford School.—Sixty-three apprentices attend this school. The Table at the head of my Report bears testimony to a high degree of efficiency as to certain parts of its course of instruction. In no other school, except that at Portsmouth, have so large a proportion of the apprentices afforded the evidence of a knowledge of the three first books of Euclid; and the proportion who have advanced so far in Algebra as to be able to solve an equation is double that of any other school. They have done extremely well in Industrial Mechanics, and they write correctly from dictation.

These results of my written examination agree with the notes I have preserved of my oral examination. In no other school have I observed more interest to be maintained by the apprentices in the business of the school, or found more intelli-

* That is, without intermission of the master. The apprentices are not required to attend all these hours, but are taught in two divisions, one of which attends from 1½ to 5¼ P.M., and the other from 5½ to 8½ P.M.

gence as to the subject-matter of the reading-lessons.* I was, moreover, pleased with the ready attention given by the apprentices to all that was said to them, with the cheerful obedience they yielded to their master, and the good discipline of the school.

The master (Mr. Skelton) was a student of the Battersea Training School, and affords an example, in addition to many others which have come under my notice, of the beneficial influence of the training of that useful institution.

I shall be glad to find at my next examination more practised skill in the independent solution of problems, and more care, in writing out propositions of Euclid, to omit nothing necessary to the completeness of the demonstration.

The apprentices are examined from time to time in Religious knowledge by the chaplain of the Woolwich Dockyard; and although they have not acquitted themselves very well in their written examination on this subject, they did well in their oral examination.

I recommended one candidate from this school for admission to the Central School. A second acquitted himself well at this and my former examination; his trade, that of sail-maker, was, however, considered a disqualification.

The Sheerness School.—The number of apprentices who attend this school is 61. The subjects of instruction, and the hours of attendance, are nearly the same as in the other schools.

In my oral examination of the apprentices I found an improvement as to their Religious and general knowledge. The results of my written examination were not in like manner satisfactory. They have done well in arithmetic, but in other respects the standard of mathematical instruction, which at my former examination was very creditable to the school, has greatly fallen. In Geometry, it appears from the Table to stand lower than any other.

I have the more regret in not being able to record a favourable impression of the present state of the school as a new master has been appointed since the date of my last inspection.

One candidate was recommended for admission to the Central School.

The Pembroke School.—The number of apprentices attending the Pembroke school is 64. Although, as compared with the rest, it stands fair in the Table, yet the progress made in it is by no means that which I had expected. There is a good deal of zeal and desire to improve themselves apparent among the apprentices, and some of them have advanced far in their mathematical reading, but their knowledge is often unsound,

* The books used are those of the Irish Commissioners.

and they have afforded no evidence of practised skill in working problems.

I was glad to be able to recommend one candidate from this school to the Central School.

SUMMARY.

It is unnecessary that I should here enter on the discussion of those alterations which appear to me necessary to the efficiency of these schools. I have stated them in a Report which I was instructed to make to your Lordships two years ago, and which was communicated to the Admiralty. I have appended a copy of this Report.*

In no other schools known to me is the like opportunity afforded of trying what may be done for the welfare of a labouring community by an education having an especial adaptation to their condition. This experiment cannot, I think, be considered to be under a fair course of trial in the dockyard schools; and this appears to me the more to be regretted as these schools lie at the foundation of that admirable system of promotion, introduced by the present Board of Admiralty in the dockyards, according to which, every step is to be made by the application of an educational test and according to merit.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable the
Lords of the Committee of Council on Education.

APPENDIX A.

HER MAJESTY'S DOCKYARD, PORTSMOUTH.

APPRENTICES' SCHOOL.—APRIL, 1849.

WRITE down, at the top of the page, your name, your age, the time you have been an apprentice, and your trade.

A sentence will then be read to you, which you are to write down with a careful attention to the penmanship and spelling.

Not more than one question is to be answered in any of the following sections. The answer is to be in writing. It is not expected that you will be able to answer one question in *every* section. The questions are set in a variety of subjects, in order that you may have an opportunity of giving proof of your knowledge in any of them which you may have studied. If there is any other branch of useful knowledge to which your attention has been directed than those on which questions are set in this paper, you are requested to mention it.

Section I.

Write down your recollections of the circumstances of our Lord's crucifixion.

Section II.

1. Write down a definition of each part of speech.
2. Parse the following sentence:—"The sun shines brightly."

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* Appendix B.

Section III.

1. What are the names of the chief countries of Asia?
2. Describe the course of the river Rhine.
3. Write down what you know of British India.

Section IV.

1. Who are the most important persons mentioned in the reign of Henry VIII., and what were the principal events of that reign?

Section V.

1. A servant's wages are 18*l.* a-year, how much is due for seven weeks and three days' servitude?
2. What is the difference between $\frac{3}{4}$ of a cwt. and $\frac{3}{4}$ of a ton?
3. Find the value of $\frac{1}{\sqrt{3}}$ to four places of decimals.

Section VI.

1. How many cubic feet of timber are there in 23 rafters, each 15 feet long, $4\frac{1}{2}$ inches deep, and $2\frac{1}{2}$ inches wide?
2. At what rate per lb. must I buy sugar which I sell at 7*d.* per lb. in order to gain 18 per cent.?
3. The standard coin of this realm is made up of 37 parts pure silver and 3 of copper, and a lb. troy of this compound metal yields 66*s.*, what weight of pure silver is there in 20*s.*

Section VII.

1. The exterior angle of a triangle is greater than either of the interior and opposite.
2. The angles in the same segment of a circle are equal.
3. Of all triangles on the same base and between the same parallels the isosceles has the greatest verticle angle.

Section VIII.

1. Multiply $a - \frac{x^2}{a}$ by $\frac{a}{x} + \frac{x}{a}$.
2. Solve the equation $x + \frac{3x-5}{2} = 12 - \frac{2x-4}{3}$.
3. Solve the equation $\frac{x^2}{(x^2-4)^2} + \frac{6}{x^2+4} = \frac{351}{25x^2}$.

Section IX.

1. What two numbers are those whose sum is 7 and the difference of their squares 21?
2. The cornice of a square room costs 8*d.* per foot in length and the ceiling 7*d.* per square foot; the whole cost of the ceiling and cornice is 8*l.*: what are the dimensions of the room?
3. The labour of sewing similar gloves of different dimensions varies directly as their lengths and the quantities of leather in them vary as the squares of their lengths; now the cost of a pair of gloves 8 inches long is 2*s.* 6*d.*, and that of a similar pair 6 inches long is 1*s.* 9*d.*; investigate a formula representing the cost of a pair x inches long.

Section X.

1. Prove the rule for finding the area of a trapezoid.
2. Given three sides of a triangle, investigate a rule for determining its area.
3. Prove the prismoidal formula.

MECHANICS AND HYDROSTATICS.

(One Question only is to be answered in each Section.)

Section I.

1. A rope, each foot of which weighs 6 lbs., and which has suspended from its extremity a weight of half a ton, is to be raised from a depth of 60 fathoms in 4 minutes; how many horses' power must be employed in raising it?

2. How many bushels of coals must be expended in a day of 24 hours, in raising 150 cubic feet of water per minute from a depth of 100 fathoms, the duty of the engine being 60 millions.

3. The piston of an engine is 3 feet in diameter; the length of the stroke is 6 feet, and 6 strokes are made per minute: under what effective pressure must the engine work that it may yield 75 horse-power upon the piston?

Section II.

1. A rod, 16 feet long, is of uniform thickness, and weighs 13 lbs.; a weight of 25 lbs. is suspended from one extremity, and one of 9 lbs. from the other extremity: on what point will it balance?

2. A stone is let fall from the top of a tower, and one second afterwards another stone is let fall from a window distant 100 feet below the top: when and where will the one stone overtake the other?

3. A train weighing 50 tons is impelled along a horizontal line by a constant pressure of 410 lbs.: what space will it have described in the first 10 minutes of its motion?

Section III.

1. There is a water-wheel which is worked by a stream whose section is 2 feet by 3, and its mean velocity 2 feet per second; the fall is 15 feet, and the modulus of the wheel ·6; it is used to raise water from the upper level of the stream to a height of 40 feet above it: how many cubic feet will it raise per minute?

2. Steam is admitted into the cylinder of an engine whose stroke is 10 feet, at a pressure of 34 lbs. per square inch, and cut off at one-fourth the stroke: how many units of work will it do per stroke on each square inch of the piston?

3. A weight of 1 lb. is attached to the extremity of a string 3 feet long, which is made to perform 25 revolutions horizontally in 1 minute: what is the tension upon the string?

Section IV.

1. Show that the work accumulated in a moving body is equal to one-half its "vis viva."

2. A block of granite 50 feet long, $2\frac{1}{2}$ feet wide, and 1 foot thick, each cubic foot of which weighs 164 lbs., is supported in an inclined position, resting on its end, by means of a rope 60 feet long fastened to a point distant 3 feet from its top, and fixed to the ground at a distance of 25 feet from the point on which it rests: what is the tension on the rope?

3. A rectangular beam of given dimensions is allowed to fall over on its extremity from a vertical into a horizontal position: investigate a formula determining the angular velocity it will acquire.

Section V.

1. What is the pressure upon the plug of a water-main 2 inches in diameter, situated 100 feet beneath the surface of the reservoir which supplies the main?

2. What is the total pressure upon a flood-gate 36 feet high and 12 feet wide when the water reaches to its surface, and what is the pressure upon the lower half of the gate?

3. A body is to be drawn along a horizontal plane: investigate generally the best direction of traction, friction being taken into account.

Section VI.

1. There is a sluice 3 feet high and 1 foot wide situated at 20 feet from the top of a flood-gate: what is the pressure upon this sluice when the water reaches to the top of the flood-gate, and where may a single horizontal pivot be placed so as to sustain it?

2. What are the general conditions of the equilibrium of a floating body?

3. A homogeneous cylinder is allowed to roll down an inclined plane: investigate a general expression for the velocity it will acquire.

Section VII.

1. Find the centre of gravity of a triangle.

2. Find the centre of gravity of any portion of a circular ring.

3. Investigate the moment of inertia of a sphere about an axis touching its surface, and find the time of oscillation of such a sphere when suspended from a thread of inappreciable thickness.

GEOMETRY AND TRIGONOMETRY.

(One Question is only to be answered in each Section.)

Section I.

1. All the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides.

2. If the square described upon one side of a triangle be equal to the sum of the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.

3. In every triangle the square of the side subtending either of the acute angles is less than the squares of the sides containing that angle by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

N.B.—The first case only of this proposition is to be proved.

4. The sides about the equal angles of equiangular triangles are proportionals.

Section II.

1. From one extremity of the base of an isosceles triangle a straight line is drawn perpendicular to the opposite side: show that it makes with the base an angle equal to one-half the vertical angle of the triangle.

2. Show that, if from the point of bisection of either of the sides of a triangle a straight line be drawn parallel to the base, the area of the triangle cut off by it will be equal to one-fourth the area of the whole triangle.

3. A rectangular field of a given area is to be enclosed from the waste, on the banks of a stream which supplies the place of a fence for one of its sides: show that the least length of fencing will be required for the other three sides when that which is parallel to the stream is double the length of either of the others.

Section III.

1. $\cos (A + B) = \cos A \cos B - \sin A \sin B.$

2. $\tan (45^\circ + \frac{1}{2} A) = \dfrac{\cos A}{1 - \sin A}.$

3. In any plain triangle

$$\sin \tfrac{1}{2} A = \sqrt{\frac{(S - b)(S - c)}{b c}}.$$

4. In any spherical triangle

$$\cos a = \cos b \cos c + \cos A \sin b \sin c.$$

Section IV.

1. At what rate is a place in 45° N. latitude carried per hour by the diurnal revolution of the earth?

2. By what means can the distance from one another of two remote objects C and D be determined, by observations taken from stations A and B, whose distance from one another is known, and whence the objects C and D are visible?

3. The distances from one another of three objects in the same horizontal plane, but not in the same straight line, being known, I observe the angles they make with one another from a distant point in the same plane: how can the position of this point in respect to them be dermined,—1st by construction, and, 2ndly, by calculation?

ALGEBRA.

(One Question is only to be answered in each Section.)

Section I.

Reduce to their simplest forms—

1. $(-x+3)-(x-3)-(-5x+6)$.

2. $\dfrac{30\,a^2b-6\,a^2c+75\,ab^2-15\,abc}{15\,ab-3\,ac}$.

3. $\sqrt{3\,a^3c+6abc+ab^2c}$.

Section II.

Reduce to their simplest forms—

1. $\dfrac{x^2-2x+1}{x^2-1}$.

2. $\dfrac{a+\sqrt{-b}}{a-\sqrt{-b}}+\dfrac{a-\sqrt{-b}}{a+\sqrt{-b}}$.

3. $\sqrt{\dfrac{abx+c^2}{bc}+\sqrt{\dfrac{4ax}{b}}}+\sqrt{\dfrac{abx+c^2}{bc}-\sqrt{\dfrac{4ax}{b}}}$.

Section III.

1. Involve $(\sqrt{2}-3\sqrt{3})$ to the third power.

2. Extract the square root of $\frac{9}{4}+6x-17x^2-28x^3+49x^4$.

3. Extract the square root of $3\sqrt{5}+\sqrt{40}$.

Section IV.

Solve the following equations:—

1. $\dfrac{x-a}{3}-\dfrac{2x-3b}{5}-\dfrac{a-x}{2}=0$.

2. $\dfrac{11}{12x+11}+\dfrac{5}{6x+5}=\dfrac{11}{6x-11}$.

3. $\begin{cases} 2x+5y-7z=-288. \\ 5x-y+3z=227. \\ 7x+6y+z=297. \end{cases}$

Section V.

Solve the following equations:—

1. $3\sqrt{112 - 8x} = 19 + \sqrt{3x + 7}$.
2. $x(y + z) = a$, $y(x + z) = b$, $z(x + y) = c$.
3. $x^3 + 3x - 14 = 0$.

Section VI.

1. At what price per head must a farmer purchase a flock of 100 sheep that, expending 10*l.* in feeding them, and losing 9, he may be able to sell the remainder at 2*l.* each and gain 20*l.*?

2. I turn over the pages of a book by fours and find three odd ones; I then turn them over by fives and find two odd ones; the last time I do not turn them over so often by 20 times as I did the first: how many pages were there?

3. A passenger train and a luggage train, the one travelling at 10 miles per hour less speed than the other, set out at the same time, the one from London and the other from Carlisle, 210 miles apart, and pass one another at a certain station on the road; the passenger train sets out from Carlisle to return, two hours after the luggage train sets out to return from London, and it is observed that they pass one another at the same station: at what rate do they travel, and how far from London is the station?

Section VII.

1. The first term of an arithmetical progression is -7, the number of terms 8, and the sum 28: what is the common difference?

2. A person sowed a bushel of wheat, and the next year he sowed again the whole produce of that bushel, and so on until at the end of the third year he had a bushels: how many grains of wheat must each grain of seed have yielded, supposing it to have yielded the same number every year?

3. What is the present value of an annuity of £a, which increases in geometrical progression whose ratio is r, for n years, interest being assumed at p per cent. per annum?

Section VIII.

1. Approximate by the method of continued fractions to the value of $\frac{587}{1943}$.

2. Show, in the above example, that the approximating fractions must be alternately greater and less than the true value.

3. How can the fraction $\frac{230}{77}$ be divided into two others whose denominators are 7 and 11.

APPENDIX B.

Copy of Report proposing Scheme for Management of Dock-yard Schools.

My Lords, 23 *January* 1847.

I regret not to be able to make any proposition for the efficient management of the dock-yard schools which will not involve an increase in the expenditure at present incurred for their support.

There is, however, the less reason that I should hesitate to ask for additional grants to be applied to this object, as I find that whilst the expenditure at present made for the actual business of instruction is very small, that incurred indirectly for the support of the schools, by a sacrifice of the labour of the apprentices and the interruption of the business of the dock-yards consequent thereon, is considerable.*

The amou of the ap prentices labour sa ficed by t attendanc the Schoo

Nothing has appeared to me indeed more remarkable than the contrast of the one source of expenditure with the other.

For instance, at Portsmouth I found 140 youths, the task of whose entire instruction is assigned to two masters, both of whom have other and more important duties to perform, and whose joint salaries amount to no more than 130*l*. About a dozen books represent the library of this school; and a small pair of globes, a black board, and a set of maps, constitute its whole apparatus. The business of a common national school is usually conducted on a more liberal scale of expenditure.†

Assuming that each apprentice gives up to the school two hours a day, or twelve hours, that is nearly a day and a half a week‡ nearly one quarter of his time is spent in the school; and taking his average wages at 7*s.* 6*d.* per week§ he is paid 1*s.* 10½*d.* per week for the time he spends in the school, or 4*l.* 17*s.* 6*d.* a year; and in respect to the 500 apprentices who form the schools of Portsmouth, Plymouth, and Chatham, the sum of 2,457*l.* 10*s.* is thus annually laid out, or say 2,000*l.*, besides that paid to the masters, and for books and stationery. My experience as an Inspector of Schools has certainly brought me acquainted with no case in which so inadequate a result is attained at so great a cost.

It is quite obvious that the most should be made of time which is thus

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* At Portsmouth, two hours are taken from the labour of the apprentices daily for the school. At Plymouth, two hours from 1st February to 10th November, and one hour from 10th November to 1st February. At Chatham, every other afternoon is given up. It is not, however, only the time spent in the school which is abstracted from the labour of the Dock-yards; there is, practically, a considerable loss in the interruption of the course of labour, which takes place when the apprentices stop work to go to the school, and in the unsettling of their minds from their work, when it lasts for so short an interval. In assuming two hours a day as the average period, at all the yards, really given up to the school, I feel confident, therefore, that I have not overstated it.

† It will be borne in mind that these observations and all others in this Report having reference to the state of the schools, refer to their state in 1846.

‡ A day's work may be taken to last, on an average, 8¾ hours; viz., 9½ hours in summer, and 7½ in winter.

§ I am informed that 7*s.* 6*d.* per week are about the average wages of the apprentices in the Plymouth school.

dearly paid for, and that a high degree of efficiency is required in a system which involves a cost annually of not less than 2,500*l.**

The plan which I now submit to you will largely diminish the indirect source of expenditure to which I have referred; for in recommending on the one hand measures calculated to render the course of instruction given in the schools more efficient, I have thought myself justified in proposing, on the other hand, that less time be devoted to them. With more ample means a higher educational result may, I think, be achieved in less time.

I need scarcely suggest, that if that part of my plan which contemplates a reduction of the school hours be adopted, it will be necessary to give full efficiency to the other part.

Objections which are likely to be made to any plan for giving greater efficiency to the Schools.

Although an arrangement which abstracts less labour from the public works will in so far meet the approval of the officers charged with the execution of them; and although, from the courtesy and kindness which I have experienced from those gentlemen, I feel an entire confidence in their cordial assistance and co-operation in any measure which the Lords Commissioners may direct to be carried out for the benefit of the schools, yet I cannot flatter myself that they all agree with me in the views I entertain, as to the educational standard to be aimed at in them.

Considering that by public grants, and by the influence of an administrative department specially devoted to that object, the Government is, at present, urging upon the public attention the benefits which may be conferred by education upon the labouring population of the country, and that in the dock-yard schools an opportunity is offered to it (and I believe the only one) of showing this by example; and taking into my view, that if the results contemplated by education cannot be realized with respect to workmen placed as these are, immediately within the sphere of Government influence, it can scarcely be expected to be accomplished elsewhere. I cannot suppose that considerations, such as these, will be allowed to influence the opinion which the Lords Commissioners of the Admiralty may form on measures proposed to them for the welfare of the schools, or to impede the execution of those which they may direct to be adopted.

The admission of Apprentices.

In respect to the first registration of apprentices to the dock-yards, I would suggest that candidates being still limited to the sons of persons connected with the services of the dock-yards, the selection should be made as heretofore, upon examination, but strictly according to the results of that examination.

If, in connexion with the former School of Naval Architecture, there was one circumstance which more than the rest stood honorably forward, distinguishing it from other public institutions and placing it in advance of them, it was the fact that the selection of the youths admitted to it was made upon a careful examination, and with strict impartiality, and that the competition was open to all.

I have no doubt that the influence of this first step in the career of the students of that Institution has been felt throughout it, and that the principle thus first and deeply implanted has contributed in its due proportion to the formation of that honourable character, and that enlightened and disinterested zeal for the promotion of the public interest, by which they have always been distinguished.

Nor is it without weight in the consideration, that whilst by the selection of candidates for the Central Mathematical School from among the apprentices, the standard of instruction in dock-yard schools will be raised: the standard of instruction in elementary schools, outside the walls, will in like manner be raised by the selection of apprentices from the best educated boys in them.

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* I have assumed 500*l.* to be expended annually in the three schools, for the salaries of the masters, books, &c.

I cannot but recommend that the monitorial system of instruction at present followed in these schools be altogether given up. It is not necessary that I should here discuss the merits of that system. It is sufficient to say that after thirty years' experience of it in our national schools, its inadequacy for all the higher purposes of education is now universally admitted. I submit, therefore, that it cannot be expedient to maintain it in these Government Schools. The monitorial system to be discontinued.

There are indeed reasons which render it unsuitable to them in a greater degree, if that be possible, than to any others.

The monitorial system being discarded, it remains to propose some method by which the apprentices may be taught without it. If, as at present, they are all to be assembled in the schools at one time, (or as many as the schools will hold,) it is obvious that this cannot be effected except by the appointment of a great number of additional masters. No single master can teach, with any chance of success, so great a mass of youths as I found assembled in each separate schoolroom. It must require his most strenuous efforts, and try his patience to the utmost, simply to keep order amongst them.

I propose, then, that instead of the apprentices being, as at present, all brought into the schools at one time, they be assembled at different times in separate divisions. Of these divisions there should be four in each of the three larger schools, corresponding to four degrees of proficiency; an apprentice in a lower division being advanced continually to a higher, as he arrives at the corresponding higher standard of attainment. The three first of these divisions should attend the school one entire morning and one entire afternoon in the week, not being the morning and afternoon of the same day, and the fourth or lowest division one morning and two afternoons.* The hours of attendance should be regulated by the dock-yard hours, except that in winter they should be continued until 5 instead of half-past 4 o'clock. School will thus begin at 7 o clock in summer and at half-past 7 o'clock in winter, and continue, with an interval of 1½ hour for dinner, until 5 o'clock. An interval of ½ of an hour should also be allowed at 9 o'clock. Plan for management of the schools without monitors.

There will probably be a section of the first division greatly in advance of the rest in their studies, composed of candidates to be transferred to the Naval Architectural College. I propose that this sub-division or class should be limited under ordinary circumstances to 12, and that they should attend the school during one other afternoon in the week.

As that arrangement, by which a portion of the morning's work of the apprentices is proposed to be taken for the business of the schools, may be objected to; and as it appears to me to offer the only practicable means of dispensing with the employment of monitors, I am desirous to show that in proposing it I provide not less for *a greater economy in the labour of the yards* than for an increased efficiency of the schools.

In the first place, instead of taking every week a day and a half of the labour of each apprentice for the schools, as is now done at Portsmouth and Plymouth, I take but one day. In the next place, by taking *entire periods* of a morning and an afternoon, I save all that loss of time and embarrassment which is consequent on the interruption of the work of the apprentice after he has been occupied at it (as by the present arrangement) half the afternoon; an interruption so seriously trenching upon his afternoon's Saving of time effected by the above plan.

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* N.B.—On the second afternoon in the week, when Division 4 is appointed to attend the school, the apprentices of that division are individually to be instructed by the headmaster and the mathematical master, in writing, spelling, arithmetic, and such other branches of elementary knowledge as they shall be found severally to be most deficient in.

labour, that, according to Mr. Edye, it leaves it "of little value;" thirdly, I save for the purposes of the school, every day, the half hour which is allowed to each apprentice for coming from his work to the schoolroom, a saving amounting to three hours per week. He is on my plan to come directly from his own home to the school. Fourthly, I make no other claim upon the time of the apprentices than is made by the ordinary service of the yards, and thus I take one step towards securing that public opinion amongst them favourable to the objects of the school, without which all the labours of the schoolmaster will be fruitless.

Two masters to be appointed to each school.

For the instruction of the apprentices of each of the three schools—Portsmouth, Plymouth, and Chatham, which I have inspected—I propose that there should be appointed two masters, who are to have no other duties to perform, and hold no other appointments. One of these—the English master—to be charged with the religious instruction, and the ordinary elements of an English education; the other to be the mathematical master, and to be charged with the department of exact science. Separate lecture rooms should in every school be appropriated to the use of these masters, each room containing a gallery with parallel desks capable of seating 40 apprentices. There should moreover be a third lecture room, having a gallery in which the entire number of apprentices may at any time be assembled. Besides the two masters thus constantly employed in each school, I propose that a gentleman of the dock-yard, having been a student in the Naval Architectural College, should be appointed in each school to give instruction to the two first divisions in what immediately concerns the practice of naval construction. The method of instruction should be chiefly that known as the method of oral instruction, "as practised at the Battersea Training Institution, and at the Greenwich schools."

The method of instruction to be chiefly oral.

During the hours occupied by the lecturer on naval architecture, both masters will be set free, and one day in the week will be left entirely without school duties. Under these circumstances the labour of the masters will certainly not be greater than in ordinary schools.

The subjects of instruction which appear to be proper for dock-yard schools may be classed under the following heads—religious knowledge, general literature, scientific knowledge, drawing, vocal music, and I suggest a distribution of the school hours among these subjects according to the following time table:—

HOURS.		SUBJECTS.			
Before Breakfast.	Summer. 7 — 7½ Winter. 7½ — 8½	Prayers. Bible Lesson, Divisions III. and IV. Devotional Reading, Divisions I. and II.*			
	Summer. 7½ — 9 Winter. 8½ — 9	Object Drawing, Divisions III., IV. Naval Architectural Drawing, I., II.			
After Breakfast.		Class.	English Master.	Class.	Mathematical Master.
	9½ — 10½	1	History Geography	2	Pure Mathematics
	10½ — 12	2	Ditto	1	Ditto
Afternoon.	1½ — 3½	2	Reading Lesson (Prac. Science). Writing Arithmetic	1	Mixed Mathematics
	3½ — 4½	1	Reading Lesson (Prac. Science).	2	Ditto
	4½ — 5	Prayers.			

Each division containing from 20 to 35 apprentices, each sub-division or class will contain from 10 to 18. The dis pline re ed easy sub-div

The management of each such class, so far as the discipline is concerned, will under these circumstances be comparatively easy; and the educational power placed in the hands of a skilful and experienced schoolmaster by a sub-division so complete is scarcely to be overrated.

For the religious instruction of the apprentices, the time table provides that a Bible lesson given by the English master form part of the devotional exercises of the morning. In order to compensate for the additional labour of three-quarters of an hour, which will thus fall to the share of the English master, I propose that he should be set free on that afternoon when the sub-division of the first section attends the school for the instruction of the mathematical master. (*See* p. 4.) Religio Instruc

The whole course of religious instruction should be placed under the superintendence of the chaplain, and whenever it is convenient to him to attend the school during the hours set apart for it, it is desirable that he should examine the apprentices, or give them such other religious instruction as he may judge to be expedient. Although this time table is constructed for the larger schools in which there are two masters, yet it is applicable to the smaller schools in which there is but one, if the whole of each division be taught in one class, and the number of divisions be three instead of four.

* It will be remembered that the four divisions attend the School on different days, and that each division has two classes.

By a knowledge of the English language, I understand with a reference to the object of these schools, a ready apprehension of the meanings of words and of sentences, and the power to convey our ideas with precision and accuracy, orally and in writing. Under the first head, etymology is included, and under the others orthography and English grammar.

ular struction.

The course of instruction in the English language may, I conceive, be advantageously combined for the purposes of these schools with those in history and geography, so as to be taught at the same time with them; and with this view I would suggest that a course of reading lessons on history and geography be prepared and printed on a plan to be detailed hereafter, to be used in the schools alternately in the morning and afternoon, (and therefore with the *same divisions* on *different days*); and that after each lesson has been read, the master proceed to examine the class, first upon the meanings of the more difficult words, instructing them in their etymology; secondly, in the meanings of the more difficult sentences, instructing them in their grammatical construction; and thirdly, in the scope of the lesson and in their intelligence of its subject matter.

xt Books be pre- ared for the chools.

In the answers which they give to the questions he thus proposes to them, they should be accustomed to put their ideas under complete and grammatical forms of expression.

ext Books.

They should moreover be made to take their books home with them, and required, when they next attend the school, to write out on paper* in correct language, carefully spelt, and with a due attention to the penmanship, their recollections of the last lesson.

The papers thus written out by each apprentice should be stitched together in a book, and preserved for the inspection of the officers of the dock-yard, and the examination of the inspector.

The scientific course of instruction should be strictly a course of *practical science*. A long experience in this kind of instruction, and some acquaintance with practical men, have convinced me that theoretical and practical knowledge may so exist in the same mind, that the theory shall have no relation to the practice, and the practice no dependence on the theory. There may be the mathematical power, and the opportunity for its application, and yet that application may never be made, so that except, in so far as he is benefited by that general education of his mind, which is the result of scientific studies, the practical man would do just as well without them.

It is the especial object of schools, such as these, to bring about the *union* of these elements, to make the *application* of mathematical principles to practical uses. How far a few such principles will go in this application, the experience of the department of the applied sciences at King's College, of some of the training schools for masters, and even of several elementary schools, has fully shown. With a view to this application in the dock-yard schools, I propose that a series of reading lessons should be prepared in mechanics, in mechanism, in experimental science and in manufacturing art.

Text Books.

Text books on *pure mathematics* should also be prepared for the use of the schools. On arithmetic and the first part of algebra, trigonometry, analytical geometry, descriptive geometry, the differential and integral calculus, the second part of algebra, &c., &c.

They might be bound in a single volume, with the *three* or four first books of Euclid, and a collection of problems and examples.

When placed in possession of these books, the apprentice will have occupation for his leisure hours, on those days when he does not attend the school. Each school ought, moreover, to be provided with a well-selected lending library.

The apparatus should include a set of models to illustrate the principles

* This is of course to be done without reference to the books.

of mechanism; and I would recommend that these models represent the different expedients of machinery described in Professor Willis's Treatise on Mechanism, and that his classication of them be followed.

To these should be added models of tools, to which Mr. Holtzappfell's treatise will furnish a guide, and sectional models of the steam engine. I would recommend, moreover, that each school be provided with a set of block models of ships, representing the characteristic forms of construction, from the earliest periods to the most modern, and that this collection be especially ample in respect to those of recent construction. A large trough, containing water, should be erected, in connexion with each school, for experiments on flotation and stability, and other subjects connected with hydrostatics and hydrodymanics. If this trough were sufficiently long, it would serve to illustrate the law of the propagation of waves in rivers and canals. Each school should have a barometer, a thermometer, a hygrometer, and the apprentices should be practised daily in taking and recording observations from these instruments.

It appears desirable, that a taste for experimental philosophy and chemistry should be encouraged among them; some would probably be found to attach themselves to these experimental subjects who do not excel in others. The best way of introducing them to their notice would be to include them among the subjects treated of in their reading lessons, they would thus acquire a well grounded knowledge of the principles. To fix these in the mind, they must, however, be illustrated by experiments, and for this object I would propose that a course of lectures should be given during the winter evenings, once or twice a week, and that a laboratory should be established in connexion with each school, to which some of the students may have access, and where the experiments necessary for the lectures may be prepared. Apparatus must be prepared for these lectures.

At the Greenwich Schools, lectures of this kind are given by the *masters*, who are allowed at the rate of half a guinea for each lecture, and give, each, twenty lectures annually. There is this advantage in the arrangement, that it encourages a taste for scientific pursuits among the masters themselves, and gives useful and instructive occupation for their leisure hours. At Portsmouth Dockyard School a lecturer on chemistry has been appointed, whose lectures are delivered once a fortnight.

The respect which persons of the class of these apprentices are likely to have for the school, and its discipline, and for the instruction they receive there, is dependent, in no slight degree, on the social position they see assigned to the schoolmaster. Had I indeed, no other motive, than the estimation in which the boys should be led to hold the functions of the schoolmaster—taking into my view the importance which attaches to that estimation—I should not hesitate to recommend that a liberal salary, and a respectable rank in the yard be assigned to him. But what is not of less importance, the deferenee of the officers of the yard for *the business of the* school, and the respect of the schoolmaster for *himself*, depend mainly upon the consideration which the Lords Commissioners may thus publicly think fit to show him.

For carrying out a system of instruction, such as I have described, teachers of superior ability and of great energy are moreover required, and, at the present time, such teachers cannot be procured, or, at least, *kept*, except upon liberal terms.

If, according to my proposition, all the apprentices were sent only a day in the week, instead of a day and a half, a saving of one-third of the time would thus be effected; but as some of them are to attend more than one day, I will suppose it one-fourth, three-fourths only of the time will then be spent upon the schools that is at present spent. Thus, assuming the present expenditure for the wages of that time to be 2000*l.* annually for three-fourths of the time it will be 1800*l.*, so that there will be a saving effected in the labour of the apprentices amounting to 500*l.*

The efficiency of the Schools increased, notwithstanding that the school-hours are shortened.

This is a considerable set-off against the increased salaries of the masters. If it be asked, how with so large a deduction from the time at present devoted to the schools, I can expect to obtain more satisfactory results, my answer is, that I have provided for it by a higher standard of admission and a more perfect system of instruction.

The expense of providing the requisite Text-books.

With reference to the books which I have recommended to be prepared and printed for the schools, I am aware that the preparation of them cannot but be attended with great expense and trouble, inasmuch as it would be desirable to secure for this object the co-operation of men of acknowledged ability and eminent attainments. *The thing is however practicable*, and I know of no greater boon that could at the present moment be conferred on the cause of popular education, than the publication of such a series of works.

It is not to be expected that, without the aid and the support of these books, the masters should pursue any such comprehensive or uniform course as that which I have here sketched out. To form them to it, it would be necessary to establish a training school especially for that object, and to prescribe a preliminary course of two or three years' instruction. By this expedient they will be made to train themselves, and their scholars placed in a position more advantageous for benefiting by their instructions than probably any other which could be devised.

The possibility of forming in the Dock-yard Schools, a class of youths qualified to be transferred to the Central School at Portsmouth.

In concluding this Report, I am desirous to record the impression I have derived from the examination of the schools, as to the possibility of forming and selecting from the body of the apprentices, a class qualified to enter on a higher course of instruction, and eventually to fill with advantage to the public service, responsible appointments in the administration of Her Majesty's Dock-yard. Low as is the standard of scientific instruction hitherto reached, and most deplorable the ignorance in all that belongs to literature, yet, from what I have seen even here, and yet more from what I know of the experience of the public training institutions for schoolmasters, the students in which come from a like condition in life to these youths, I entertain an intimate conviction that this result is practicable.

It is quite possible, and indeed probable, that some of these youths, the best of whom have given me but dubious evidence of mathematical power, would have developed unquestionable ability if a more perfect education had afforded them the opportunity of doing so; and I have no doubt, that among the *mass* who have given no evidence whatever of instruction, except as to its first and most *technical and mechanical* elements, there are many whose minds proper opportunities and skilful teaching would draw out, and who would be found gifted with talents equal to any exigency of the public service.

Youths thus educated could scarcely fail to unite with the theoretical knowledge they might acquire, a great amount of practical skill; and although a few only could hope to attain to offices of great emolument, yet the rest to whose lot subordinate appointments would fall, could not regret the pursuit of studies which had raised them from the condition of common labourers.

In the present state of the schools, it appears to me impossible to make satisfactorily a selection of youth qualified for the central school at Portsmouth. It would seem, therefore, to be inexpedient to commence that college until a more efficient course of instruction shall, for at least twelve months, have been in operation, and the more so as the students first admitted will probably be those who will first succeed to offices of trust and responsibility, and by whom the character of the Institution will be fixed. If the schools be placed upon a new system at Midsummer next, arrangements should be made for opening the central school at Midsummer, 1848.

The Central School may

As long as the business of the apprentices' school is made to give place to every other in the dock-yard, it cannot be expected to stand high in the

estimation of the apprentices. If so large a deduction be made from the time devoted by them to the business of the school as is proposed in this Report, it is to be hoped, therefore, that their attendance at the times specified will be made under all circumstances imperative. There is the more reason that an Admiralty order to this effect be issued, as the attendance is at present in some of the schools very irregular, and as there is a growing disposition among the subordinate officers to allow the business of the yards to interfere with it.

be opened at Midsummer, 1848. The business of the Yard should not be allowed to interfere with that of the School.

New school buildings are required at Portsmouth and at Plymouth; these should include, each, one large and two small lecture rooms, and a master's residence.

A list of the apprentices should be made out every half-year, recording the time each has been under instruction, his age, his progress, his school character, and his character as a workman.

I have the honor to be, &c.,
(Signed) HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

Report on the Central Mathematical School in Her Majesty's Dock-yard at Portsmouth; *by the* REV. H. MOSELEY, M.A., F.R.S., *H.M. Inspector of Schools.*

MY LORDS, 18 *September* 1849.

IN compliance with your instructions, I have examined the Central Mathematical School in Her Majesty's Dock-yard at Portsmouth. The establishment of this school was provided for by an Admiralty circular of the 27th of June 1846.

It is intended for the education, in mathematical science, of twenty-four of the apprentices in Her Majesty's dock-yards, of whom eight are to be selected annually from the Dock-yard Schools at the close of the fourth year of their servitude, according to their abilities and proficiency, as tested by a public examination to be held in each school. I visited the different dock-yards, for the purpose of holding such examinations, in February and March 1848; and at the following Midsummer the eight apprentices whom I selected as the best qualified were assembled at Portsmouth, and the Institution was commenced. I have during the present year, 1849, a second time visited these schools, and selected nine other apprentices for admission (being one more than the prescribed number), to fill up a vacancy occasioned by death. And next year a similar examination will be held, and the number of students will then be completed.

In each subsequent year, eight of the students, having completed their course of instruction, will leave the Institution, and the eight new students selected at the annual examination will fill the vacancies thus created. The term of the servitude of the students, as apprentices, being completed at the end of three years, they will be entered as "leading men" in the different dock-yards; and a regular course of promotion being opened, under the new regulations, to all persons employed in Her Majesty's dock-yards, according to qualifications for such promotion, as shown at examinations appointed to be held from time to time for that purpose, it is expected that these youths will eventually rise to offices of high trust and responsibility.

The building appropriated to the Institution is that formerly occupied by the Naval Architectural College, and erected for its use.

It is situated within the walls of the Dock-yard, and affords ample accommodation for the residence of the whole number of students, and for their instruction.

Each student has a separate room; there are convenient class-

rooms; and a master's house occupies each extremity of the building.*

The Principal is the Rev. Joseph Woolley, M.A., lately Fellow of St. John's College, Cambridge. Besides the general control of the Institution, and the instruction of the students in religious knowledge, he is specially charged with their mathematical instruction.

They are taught chemistry by Mr. Hays; and a well-arranged laboratory has been erected adjacent to the schools, in which facilities are afforded them for chemical manipulation and individual study.

The apparatus appears to be excellent and complete, and a convenient chemical lecture-room adjoins the laboratory.

I trust that at another examination the students will give evidence of attainments in this important department of their instruction, commensurate with the opportunities afforded to them.†

They are instructed by Mr. Herbert to make the drawings used in the building of ships, and to trace on the mould-loft floor the shapes to be given to their several timbers, so that they may assume forms in accordance with those drawings. They rise at 6 o'clock, and go to bed at 10½ o'clock. Their hours of study are, before breakfast, from 6¾ to 7¾; after breakfast, from 8½ to 11½; and after dinner, from 2 to 4½ or (on alternate days) to 5 o'clock. The hours of prayer are quarter before 8 in the morning, and 9 in the evening. On Sundays the students attend the Dock-yard chapel, both at morning and evening services; unless, at the time of his appointment, the friends of any student shall make such a representation to the Principal as shall seem to him to justify a relaxation of this rule. They are instructed by the Principal in religious knowledge, on Sunday at 9 A.M., and at 9½ P.M. Each student is allowed (out of school hours) the use of a separate room (called a cabin) which serves him also as a sleeping apartment; these cabins all open into one long gallery, into which there is a communication from the Principal's house.

Rules for the conduct of the students have been drawn up by the Principal, and printed. In his absence, two of them, called Prefects, are charged to see that these rules are observed.

They are not to be absent from the school later than one half-hour after sunset, except by special permission from the Principal.

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* One of these houses is at present occupied by an officer not connected with the schools.

† It appears very desirable that two or three additional hours should be devoted to this subject every week. These cannot probably be spared in the day time, but may very well be taken in the evening. At present the students appear to know little or nothing of chemistry.

They are required to conform to all such other regulations as are established by the Admiral-Superintendent for the guidance of persons residing in the Dock-yards.

Subject to these regulations, a good deal of liberty appears to be allowed to them. It is considered to be justified by their age and previous character, and not to be found in practice inconsistent with the good order and discipline of the Institution. No servant of any kind is appointed to wait upon them, or to do errands for them. They are required to keep their cabins in order themselves, and take turns, under the direction of the Porter, in serving at meals and waiting at table.

A library is provided for their use, and a study, which is open until 10½ p.m.

During three days of the week their studies are under the exclusive direction of the Principal. These days are devoted chiefly to mathematical instruction. During three other days alternating with these, they receive instruction from Mr. Herbert in practical ship-building; but on *one* of these days they attend Mr. Hay's Lectures in Chemistry from 11 to 12 in one week, and from 9 to 12 in the next, devoting the longer period to chemical manipulation.

The following were the subjects tendered to me for examination, being those in which they had been instructed during the preceding year:—

Euclid, Books I., IV., VI., XI., first 21 propositions.
Algebra (Lund's), except "*Chances.*"
Trigonometry, Plane, *all.*
Descriptive Geometry: constructions connected with straight lines and planes, circles, and applications to laying off ships (M.S.).
Conic Sections, geometrically, by Hustler.
Co-ordinate Geometry (O'Brien's), all but Chapter XIII.
Elementary Mechanics (Snowball's), all, with motion on a curve, geometrically done.
Elementary Hydrostatics (by Webster), to the end of the Chapter on Heat and Temperature, exclusive of Steam and its applications.

I had the advantage of being present at an Oral Examination of the students on the day preceding my own examination, which was conducted by the Principal, assisted by the Rev. T. S. Main, M.A., Professor of the Royal Naval College, and myself, in the presence of the Admiral-Superintendent, the Master Shipwright, and other officers of the Dock-yard.

I have appended to this Report copies of the questions which I proposed to the students in writing on the following day. Their answers to these questions, I have carefully read over. The subjects in which the questions were put, were not tendered

to me as subjects in which they were fully instructed, but as those to which their attention had been directed, and in which they had made different degrees of progress. With that progress I have every reason to feel satisfied. Some of them possess considerable mathematical ability, none are altogether without it; and from the papers before me, I am disposed to think that each has availed himself, according to the measure of his ability, of the opportunities of instruction afforded to him. Those opportunities are of no common order. The Institution has, in its Principal, a most efficient teacher, and an accomplished mathematician. The methods of instruction adopted by him are, moreover, those sanctioned by the most recent use of the University of Cambridge. I have enclosed to you, for the information of the Lords Commissioners of the Admiralty, a list of the students, arranged in the order of merit. Those who have acquitted themselves the best are Barnes, Barnaby, and Abethell.

Great pains appear to have been taken to give to their mathematical knowledge a strictly demonstrative form; and their answers are for the most characterized by that completeness of demonstration which affords the most certain evidence of good teaching. Some of them appear, moreover, to be capable of applying their knowledge independently.

Their attainments are not, however, I think, characterized generally by this power of independent research. They have done well rather in their book-work than in the problems which I set them.

It is in the second year of their course that they will begin to be instructed in the application of their mathematical knowledge to its practical results; and it is accordingly in those parts of the course of the first year which connect themselves with this application (mechanics, for instance, and hydrostatics) that I have found the greatest deficiency.

To be successful, it is necessary that the course of this Institution should inculcate thoroughly the *principles* of mathematical reasoning; but it is equally necessary that it should teach their *application*. It is too much to require of the student that he should *himself* make this application; the task is too difficult for him. To convince us of which, we have only to try it ourselves. We have no right to require of him to overcome difficulties to which we find ourselves scarcely equal.

His mind may be stored when he leaves the Institution with all the abstract knowledge necessary to the solution of the great problems which are during the rest of his life to occupy his attention; to these he may then add all the resources of practical knowledge, and yet the application of the one to the other may never be made;—theory and practice existing in his mind, in irreconcileable disunion, like oil and water. After a

few unsuccessful trials he will, propably, give up all such applications as useless, or even prejudicial in their results, and become for the rest of his life a believer in the essential and irremediable oppositions of theory and practice. This is not altogether an imaginary history of the fruits of a scientific education to a practical man.

It remains, nevertheless, an incontrovertible fact that there can be no opposition of theory and practice; *that* not being *true* theory which in its application to any practical result does not accord with it, nor that sound practice which is opposed to any true deduction of theory. It is in the variety of the circumstances under which the applications of theory are required, and in the complication of those circumstances in each case of such application, that lies the whole difficulty—a difficulty only to be overcome by a long continued and a systematic course of education specially directed to that end—by the constant habit of considering that which is learned in the light of that which is also to be applied, and by continually making this application to such questions as actually present themselves in practice.*

The daily avocations of a dock-yard suggest an abundance of such applications, from the simplest on which the ingenuity of the student may be exercised to the most complicated. And it is impossible to overrate the value, for the purposes of this institution, of that complete mastery over whatever resources of mathematical investigation are placed at the disposal of the students—that firmness and certainty of handling them—which might thus be acquired. Impressed with a conviction of the necessity of giving to the studies of the Central Mathematical School from the earliest period of its history this *practical bearing*, the Principal has, during the past year, directed his attention specially to the science of "Descriptive Geometry,"† a science of which little more than the name is generally known in this country, but which admits of being applied with great advantage to ship-building. Through the medium of this science he has succeeded in giving to the students a knowledge of the methods used to shape‡ the various timbers of a ship so that she may receive the form designed for her by the builder; not as they were heretofore taught, under the form of rules difficult to be remembered because the reasons for them were never understood; but as expedients of a science the principles of which the student knows demonstratively, and which expedients he feels, perhaps, that he could himself, in the application

* The question not being invented to suit the theory, but conversely.

† Mr. Woolley has written a work on this subject, which is at present in the press, and which cannot but be very valuable to practical men.

‡ Technically called "laying off." The rules for laying off the timbers, called *diagonals*, cant timbers, transoms, stems, &c., and for taking bevellings, all belong to *the* science of descriptive geometry.

of that science, have devised. Whilst the methods hitherto in use cannot under these circumstances but be easier to the student, others will probably present themselves drawn from the same source when, in practice, the occasion for these may arise, and meanwhile the great business of the professional education of his mind thus proceeds under its most legitimate form, and the powers of his understanding are strengthened and developed with a special reference to the circumstances under which he is to be employed in the public service.

I have the honor to be, &c.

HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX.

Questions proposed to Students of Central Mathematical School in Her Majesty's Dockyard, Portsmouth, Midsummer 1849.

(Not more than one question to be answered in each Section.)

Section 1.

Reduce to their simplest forms :—

1. $(-x+3)-(x-3)-(-5x+6)$.
2. $\dfrac{30a^3b-6a^2c+75ab^2-15abc.}{15ab-3ac}$
3. $\sqrt{3a^2c+6abc+3b^2c}$

Section 2.

Reduce to their simplest form :—

1. $\dfrac{x^2-2x+1.}{x^2-1}$
2. $\dfrac{a+\sqrt{-b}}{a-\sqrt{-b}}+\dfrac{a-\sqrt{-b}.}{a+\sqrt{-b}.}$
3. $\sqrt{\dfrac{abx+c^2\sqrt{4ax.}}{bc}+\dfrac{}{b}}+\sqrt{\dfrac{abx+c^2\sqrt{4ax.}}{bc}-\dfrac{}{b}}$

Section 3.

1. Involve $(\sqrt{2}-3\sqrt{3})$ to the third power.
2. Extract the square root of $\frac{9}{4}+6x-17x^2-28x^3+49x^4$.
3. Extract the square root of $3\sqrt{5}+\sqrt{40}$.

Section 4.

Solve the following equations :—

1. $\dfrac{x-a}{3}\quad\dfrac{2x-3b}{5}\quad\dfrac{a-x}{2}=0.$
2. $\dfrac{11}{12x+11}\quad\dfrac{5}{6x+5}=\dfrac{11}{6x+11.}$
3. $\begin{aligned}2x+5y-7z&=-288.\\5x-y+3z&=227.\\7x+6y+z&=297.\end{aligned}$

Section 5.

Solve the following equations :—

1. $3\sqrt{112 - 8x} = 19 + \sqrt{3x + 7}$.
2. $x(y + z) = a, y(x + z) = b, z(x + y) = c$.
3. $x^3 + 3x - 14 = 0$.

Section 6.

1. At what price per head must a farmer purchase a flock of 100 sheep, that expending £10. in feeding them, and losing nine, he may be able to sell the remainder at £2. each and gain £20?
2. I turn over the pages of a book by fours and find three odd ones. I then turn them over by fives and find two odd ones. The last time I do not turn them over so often by twenty times as I did the first. How many pages were there?
3. A passenger train and a luggage train, the one travelling at 10 mile per hour less speed than the other, set out at the same time, the one from London and the other from Carlisle, 210 miles apart, and pass one another at a certain station on the road. The passenger train sets out from Carlisle to return, two hours after the luggage train sets out to return from London ; and it is observed that they pass one another at the same station. At what rate do they travel, and how far from London is the station?

Section 7.

1. The first term of an arithmetical progression is -7 the number of terms 8 and the sum 28. What is the common difference?
2. A person sowed a bushel of wheat and the next year he sowed again the whole produce of that bushel, and so on until at the end of the third year he had a bushels. How many grains of wheat must each grain of seed have yielded, supposing it to have yielded the same number every year?
3. What is the present value of an Annuity of £a which increases in geometrical progression whose ratio is r for n years' interest being assumed at p per cent. per annum?

Section 8.

1. Approximate by the method of continued fractions to the value of $\frac{587}{1943}$

2. Show in the above example that the approximating fractions must be alternately greater and less than the true value.

3. How can the fraction $\frac{230}{77}$ be divided into two others whose denominators are 7 and 11.

Section 9.

1. Find expressions for the number of years on which £ a will amount to £ A. at r per cent. simple interest, and at r per cent. compound interest.
2. Investigate a general method for expressing a number N in the scale of Notation, whose radix is r: and show that the number, when so expressed, will leave the same remainder when divided by $(r - 1)$, as the sum of its digits will.
3. Show, that if one solution of the indeterminate equation $ax + by = C$ be given, all the rest may be determined from it.

Section 10.

1. Expand $\frac{2x + 3}{3x + 2}$ to four terms in a series ascending by powers of x, by the method of indeterminate co-efficients.
2. Resolve $\frac{3x + 2}{x^3 - 1}$ into partial fractions.
3. Expand a^x in a series ascending by powers of x.

Section 11.

1. Investigate an expression for the number of permutations of n things taken r together, and find the number of signals which may be made with six different flags placed one above the other.

2. Prove the Binomial Theorem in the case in which the index is a positive integer.

3. Investigate the general term of the Multinomial Theorem in the case in which the index is a positive integer.

Section 12.

1. Show that every number, which is a perfect square, is of one of the forms $5m$ or $5m + 1$.

2. Find the number of balls in a triangular pile, each side of the base of which contains 25 balls.

3. The plate of a looking-glass costs £ a per square foot, and the frame £ b per linear foot of the top and bottom, and £ c per linear foot of the sides. What is the largest glass that can be bought for £ m.

Section 13.

1. Show that the perpendicular from the focus of a parabola upon any tangent, intersects that tangent in the same point in which a tangent to the vertex intersects it.

2. Show that the sum of the distances of any point in an ellipse from the foci, is equal to the axis major.

3. Show that the semi-axis major of an ellipse in a mean proportional between the distance, $C\ N$, from the centre to the foot of the ordinate to any point, and the distance $C\ T$ from the centre to the intersection of the tangent, to that point with the axis.

Section 14.

1. Investigate the general equation to a straight line, and draw the line whose equation is

$$\frac{x}{a} + \frac{y}{b} = 1$$

2. Find the perpendicular distance of a point whose co-ordinates are $x\ y$, from a line whose equation is $ax + b\ y = c$.

3, Having given the co-ordinates of a front with reference to any given axis, to determine them with reference to an axis inclined to the former at any given angle, the origin being the same.

Section 15.

1. Determine the locus represented by the equation, $x^2 + y^2 - 2cx + 6cy + 9c^2 = 0$.

2. Determine the equation to the tangent to an ellipse.

3. Show that the second term in the general equation of the second degree may be made to disappear by turning the axis of the co-ordinates through a certain angle.

Section 16.

1. To inscribe a square in a given triangle, one side being on the side of the triangle.

2. To find the locus of the vertex of a triangle, whose base and the ratio of its sides are given.

3. To find the locus of the middle points of all the chords passing through a given point in an ellipse.

Section 17.

1. Show that the pressures acting on the arms of a lever will balance when they are reciprocally proportional to their distances from the fulcrum.
2. If a point be kept at rest by three pressures, any two are to one another inversely as the sines of the angles they make with the third.
3. To find the centre of gravity of any number of heavy bodies, whose respective centres of gravity do not all lie in the same plane.

Section 18.

1. Investigate the relation between the power and the weight in a single moveable pulley, when the strings are not parallel.
2. Show that the centre of gravity of a triangle is situated in the line joining one of its angles with the bisection of the opposite side at two-thirds the length of that line.
3. Show that a couple will produce the same statical effect upon a rigid body, when it is moved parallel to itself in its own place.
4. Investigate a relation between the space and time when the motion of a body is uniformly accelerated.

Section 19.

1. Describe the common steelyard, and give a formula for graduating it.
2. A body is projected vertically upwards from the top of a precipice with a velocity of 160 feet per second, and five seconds afterwards a body is let fall from the same place. Both bodies reach the foot of the precipice together. What is its height?
3. One of the cannons of a ship is made to describe a circle on the deck. Show that the centre of gravity of the ship will thereby be made to describe a circle, and compare the diameters of the two circles.
4. At what angle must the double wedges which support the keel of a ship in dock be cut, that its weight may just cause them to slide apart, the co-efficient of friction being supposed to be given.

Section 20.

1. Explain the formation of artesian wells.
2. Determine the pressure of a fluid upon a portion of a plane immersed in it, and inclined at any angle to the surface.
3. Show that if a body be not at rest in a fluid, the moving force by which it ascends or descends is the difference between the weight of the solid and that of an equal bulk of the fluid.

Section 21.

1. Describe the common hydrometer, and show how it may be graduated.
2. The weight of a bottle full of water is found to be w; a body, whose weight is w^{1}, having afterwards been placed in it, the weight of the whole is found to be w^{11}. What is the specific gravity of the body?
3. What are the laws in respect to elastic fluids known as those of Marriotte and Gay-Lussac? Express by a formula the relation between the elastic force, density, and temperature of a gas.

Section 22.

1. What is the chemical constitution of the air? In what way is it connected with the support of animal and vegetable life?
2. In what different forms does carbon exist? What are its combinations with oxygen? How may they be obtained?
3. Explain what is meant by the law of multiple proportions in chemistry.

Report on the Normal School for Training Regimental School-masters, and on the Model School at the Royal Military Asylum, Chelsea; by Her Majesty's Inspector of Schools, the Rev. H. MOSELEY, M.A., F.R.S.

MY LORDS, 24 *August* 1849.

IN compliance with your instructions, communicated to me in the letter of your Secretary of the 4th June, I devoted the week commencing with the 23rd July to an examination of the students of the Normal school for the instruction of regimental school-masters at the Royal Military Asylum, Chelsea, established by Royal Warrant, bearing date the 21st November, 1846. I find that it is placed under the general control of a Board of Commissioners, of whom the following are constituted a School Committee:—The Secretary-at-War, the Bishop of London, the Paymaster-General, the Judge-Advocate-General, the Deputy Secretary-at-War, Viscount Hardinge, and the Right Hon. Sidney Herbert.

The Inspector-General of Military Schools has, moreover, free access to the schools for the purpose of inspecting and reporting upon the same.

Under the authority of this Warrant there are also appointed—

1. A chaplain and head-master of the Normal school.
2. A second-master of the Normal school.
3. An upper-master of the Model school.
4. A first-master of the Model school.
5. A second-master of the Model school.
6. A master of the Infant school.

For the management of all that does not belong to the education of the children, and for their charge and supervision out of school-hours there is, moreover, appointed a staff of military officers, consisting of a commandant, an adjutant and secretary, a quarter-master and steward, a surgeon, a quarter-master sergeant, and one sergeant-assistant for every fifty boys.

The following are the officers in the educational department of the institution:—

Normal School.

The Rev. W. S. O. Dusautoy, head-master and chaplain.
Mr. Robert Fowler, assistant-master.
Mr. John Hullah, singing-master.
Mr. H. Gandee, drawing-master.

Model School.

Mr. W. M'Leod, upper-master and master of method.
Mr. T. Baker, second-master.
Mr. G. Renwick, third-master.
Mr. T. Dexter, master of the Infant school.

The masters of the Model school are assisted by eight paid monitors, destined eventually to become students of the Normal school. This number is hereafter to be increased to 16.

The students of the Normal school are wholly maintained at the public expense. Such vacancies as occur are made public, and the candidates for admission being examined by the Inspector-General, the best qualified are appointed on his report to the Secretary-at-War. They enter into a bond to enlist in Her Majesty's service at the expiration of their course of instruction, of which the prescribed period is two years. The office they are then to hold in the army is designated in the Warrant as that of schoolmaster-sergeant; they are to rank with the sergeant-major, and have the same pay and appointments. They are to teach the children of soldiers from 9 to 11½ o'clock daily, and the adult schools of soldiers and recruits at such hours as may be ordered in each regiment. Recruits are required to attend these adult schools two hours daily. With soldiers after they are discharged drill, attendance is voluntary.

The apartments assigned to the students in the Asylum are situated in one of its wings. They were formerly occupied by the boys, when the full number were resident. But few changes have been made in these apartments to adapt them to their present use. Such changes are obviously required, and I am informed that they are to be made. The number of students at present resident is 26; their ages vary from 19 to 25 years, and the period during which they have resided, from nine months to two years. Their previous attainments appear generally to have been superior to those of the students of other Normal schools which I have examined; they have for the most part been educated at private schools, many having followed very laborious callings, and the greater part affording in their manners and deportment the evidences of a respectable parentage. I have adverted to this fact thus particularly, because I consider it to be in some degree characteristic of this institution as compared with others. I find no advantages in the condition of a regimental schoolmaster, as compared with that of a national schoolmaster, to account for the difference, and can only attribute it to the fact that the career in life of the military schoolmaster is the more adventurous one,—that the *entire expense* of the students' residence in the Military Normal school is borne by the Government, and that the appointments are thrown open to public competition. In the estimate which may be formed of the advantages of thus providing for the

supply of a class of students superior in general intelligence and previous instruction to those of other similar institutions, it is, however, to be taken into the account that the local patronage by which the expense of the students in the National Society's Training schools is frequently borne, and that active recommendation of the clergy which is in every case required, afford guarantees for personal character which it must be difficult by any other means so effectually to supply.

I have appended to my Report a copy of the Time Table of the Normal school (Appendix A.) The subjects of instruction may be classed under the following heads:—

1. Religious Knowledge.
2. The ordinary branches of an English Education . . .
   - Reading.
   - Writing.
   - Arithmetic.
   - English Grammar.
   - Geography.
   - History, Ancient and Modern.
   - Popular Astronomy.
3. The elementary Mathematical Sciences . . . . . .
   - Geometry.
   - Algebra.
   - Trigonometry.
   - Mensuration.
   - Surveying.
   - Mechanics.
   - Fortification.
4. Model Drawing and Music.
5. Military Exercises . . .
   - Gymnastics.
   - Manual and Platoon Exercise.
   - Broad-sword Exercise.
   - Fencing.

I have also appended (Appendix B.) a statement of the progress made by the students in each of these subjects, and a list of the text-books used.

As the general result of my examination I may state, that in the class of subjects which I have placed first, the students have scarcely acquitted themselves so well as I could have wished. Their scriptural knowledge is certainly not so great as is possessed by the students of other similar institutions. In all the subjects which I have placed under the second head, except geography, they have done satisfactorily, and in one of them, history, remarkably well. I have not met with the same accurate knowledge of the facts of history, ancient and modern, elsewhere. They are generally good penmen, spell correctly, and write grammatically. Great pains have been taken to make them read well, and the majority of them read passages from Milton correctly, and with a just expression. It is, however, in respect to the third class of subjects, that which includes the elementary mathematical sciences, that I record the results of my examination with the greatest confidence. The majority of the students of the first division have a respectable knowledge of six books of Euclid, and some of them are

thoroughly versed in those books. I think that for the purposes of such an institution as this it is impossible to over-rate the value of that discipline of the mind which is implied in this knowledge.

Their progress in algebra does not correspond to that in geometry, and both in this subject and in geometry I have sought in vain for the evidence of that independent power of mathematical research which is given by practice in the solution of problems, unassisted by books or teachers. I may, perhaps, be permitted further to observe, that the course of instruction appears to be incomplete with reference to that class of subjects which is known under the general designation of the Experimental Sciences.

I am far from thinking that it would be well to make any such addition to the present subjects of instruction as would cause anything which the students now acquire well to be acquired hereafter less perfectly. It is consistent, however, with experience, that there is a suitableness of the subjects of instruction to *the mind* to which it is to be imparted, and an unsuitableness; that there are phases of the same mind by which it admits of being developed, rather than by others; and departments of knowledge which may be made the useful acquisition of one mind and the means of its education, but not of another. With reference to the two great divisions of scientific knowledge, Mathematical and Experimental, I believe this to be specially true. I have, indeed, found in my experience as a teacher, that there are understandings without aptitude for a mathematical investigation, and on which, as a means of education, mathematical teaching is thrown away, which are yet capable of large acquisitions in the direction of experimental science. Under these circumstances I would suggest it as a question worthy of consideration, whether it would not be expedient to add to the course of instruction in this Institution a department of experimental science, and at the expiration of the first year of the course to give that direction to the studies of those students who appear to have no aptitude for mathematical research. The same close application, and the same *positive acquisitions*, to whatever extent they may go, should be required of the students who follow the one course of study as the other, but the highest rewards might be reserved for excellence in the mathematics.

Having completed my examination, so far as the knowledge acquired by the students was concerned, I proceeded to inquire into their skill in communicating that knowledge to others.

It is by practice in the Model School, under the direction of Mr. M'Leod, the head-master, that they acquire this skill; and I have great pleasure in recording the very favourable opinion I have formed of the qualifications, as teachers, of the majority of those who are about to leave the Institution. Their manner in teaching is, for the most part, firm and self-reliant; sometimes a little *wanting* in energy, but generally characterized by a judicious

arrangement and a competent knowledge of the subject matter of instruction. To this last observation all such lessons as suppose a knowledge of the elements of experimental science are however exceptions; and as a large proportion of the reading lessons in the books of the Irish Commissioners (used in the school) are of this class, the exception is a notable one. As these books will probably be used in all the schools they will have to teach, it would be a great advantage to them to study carefully each series of lessons in them, under the direction of persons competent to instruct them, not only as to that which is actually contained in the lesson, but as to that collateral matter which is necessary to the full intelligence of it. For recording such information each should be provided with an interleaved series of lesson books.

The favourable opinion I have expressed of the qualifications of the students as teachers must be received as a *general* one, to which there are exceptions; and the obvious difficulty of providing for these exceptional cases, in the office of regimental schoolmaster, renders it in this Institution more than others desirable that care should be taken not to admit students wanting in the qualities, out of which a good schoolmaster may be formed. The period of probation assigned to each student supplies an opportunity for testing their qualities. Persons experienced in such matters rarely fail to recognise them. Their judgment in the matter should be rigorously exercised and implicitly followed.

The Model School.—Having reported to your Lordships on the state of this school two years since in unfavourable terms, it is with great satisfaction that I am enabled to bear testimony to a great and remarkable improvement in it. The incompetent teachers to whom the instruction was then entrusted have been replaced by four experienced masters, at the head of whom is that able teacher, Mr. M'Leod, formerly master of the Village School at Battersea, and lecturer on method in the Training School there.

The course of instruction, before limited to Religious Knowledge, Reading, Writing, and Arithmetic, has been greatly extended. The dietary of the boys, of which I have appended a detailed account (Appendix C.), has been greatly enlarged. The injudicious regulation by which, at an early hour in the evening, the boys were shut up in their dormitories, not to be released until the next morning, has been cancelled. They now stay up until half-past 8 o'clock, and a library of entertaining books has been provided for their use, and a room in which they may read them. The effect of these changes is apparent in a more healthy and cheerful aspect of the school, and a higher standard of intelligence among the children. Of this improvement my inspection has furnished me unequivocal evidence.

The school is at present composed of 339 boys, 11 being wanted to complete the regulation number of 350. All above the age of

nine years are employed one-half their time in industrial occupations, or in the band. They are distributed as follows:—

Band	38
Drummers	41
Shoemakers	60
Tailors	70
Who have no Trade	130
	339
Wanting to complete the Number	11
	350

* The number allowed to be in the Asylum according to Warrant.

Those above nine years of age are divided into three companies, each of which is placed, out of school hours, in charge of a sergeant, and the whole under the care of a sergeant-major. The younger children occupy a different part of the building and are under the care of nurses.

Each company occupies four dormitories on the same floor, two being on one side, and two on the other side, of the same staircase, and the chamber of the sergeant between them. Two boys sleep in each bed, and there are 13 beds in each dormitory. The ceilings of these dormitories are very low, and there are no sufficient means of ventilating them. The boys rise in the summer at one quarter before 6, and go to bed at half-past 8. They enter the Institution from 5 years of age and upwards, and remain until 14 years of age, but are hereafter to remain until 15.

In the selection of children for admission preference is given—

1st. To orphans.

2nd. To those whose fathers have been killed, or have died on foreign service.

3rd. To those who have lost their mothers and whose fathers are absent on duty.

4th. To those whose fathers are ordered on foreign service, or whose parents have other children to maintain.

The merit of the father as to regimental character is always considered as a principal recommendation. Every child previous to admission must be ascertained to be entirely free from mental and bodily infirmity or defect.

An Infirmary is provided within the walls of the Institution, and there is a resident surgeon.

The number of boys constantly in the Infirmary may be considered to be fairly represented by the following entries which I copied, without selection, from the Infirmary Book:—7th January, 42; 22nd March, 40; 28th April, 33.

These numbers, although less I believe than at the time of my former inspection, are so much greater, in proportion to the whole

number of boys, than the corresponding numbers in the Greenwich schools, that I have sought for the cause of this disparity. I believe it to be due in some degree to the tender ages of a large portion of the boys, the majority of the patients being from amongst those (130 in number) who are under nine years of age.

It is impossible, nevertheless, to doubt that the defective ventilation of the dormitories, and of the tailors' and shoemakers' shops, has greatly contributed to it. This evil appears to me to call for a prompt and efficient remedy; and under the same class of improvements, the boys' offices, the sewage, and the proper lime-washing and painting of the dormitories, school-rooms, and passages, should be included.

The boys are taught in four divisions, each of which has a master and two monitors, and is taught in a separate room. Each division has two or more sub-divisions. The ages of the boys in the several divisions, and their times of residence in the Institution, are recorded in the two following tables:—

Ages in Years.	Divisions.				Total.
	I.	II.	III.	IV.	
5 to 6	..	..	..	13	13
6 „ 7	..	..	..	21	21
7 „ 8	..	..	..	19	19
8 „ 9	..	..	7	15	22
9 „ 10	2	9	18	5	34
10 „ 11	6	22	26	..	54
11 „ 12	9	34	26	..	69
12 „ 13	19	29	13	..	61
13 „ 14	25	7	2	..	34
14 „ 15	6	..	..	..	6
Total .	67	101	92	73	333

Time of Residence in Years.	Divisions.				Total.
	I.	II.	III.	IV.	
Less than 1	..	..	..	36	36
1 to 2	6	9	29	26	70
2 „ 2	5	20	29	11	65
3 „ 4	10	30	13	..	53
4 „ 5	8	22	9	..	39
5 „ 6	11	15	8	..	34
6 „ 7	14	5	4	..	23
7 „ 8	6	..	..	..	6
8 „ 9	7	..	..	..	7

From these tables it appears that they are distributed in the different divisions of the school somewhat in the following pro-

portions, reference being had to their ages and their times of residence:—

Divisions.	Proportion.	Age in Years above.	Time of Residence in Years.
I.	⅛	12	4
II.	⅛	11	3
III.	¼	10	2
IV.	½	7	1

The subjects of instruction are Religious Knowledge, Reading, Writing, Arithmetic, English Grammar, Geography, English History, and Model Drawing.

They are the same, with the exception perhaps of the last mentioned, as are commonly taught in our National Schools; the text books are a selection from those commonly used in such schools; and the standard of attainment reached is generally, I think, the same, or a little in advance of that in a good National School. The boys of the first division have about the same amount of religious knowledge, read, spell,* and write about as well, and work their sums with about the same expedition and accuracy as those in the first class of such a school would be likely to do. They, nevertheless, understand their sums better, having been taught by better methods. They have about the same amount of knowledge of Geography and History; but, although somewhat loosely and imperfectly acquired, it is knowledge of a better kind.

Considering that two-thirds of these boys are from 12 to 15 years of age, and have been in the school more than four years, I should have looked upon this as an inadequate result, if they had been during the whole of that time under their present masters; and I found this opinion upon what I know to be the opportunities of instruction in a National School, as compared with this, and upon what is achieved under somewhat similar circumstances in the Greenwich Hospital Schools, which are under my inspection.

Having examined them myself orally, and been present on many occasions when they have been examined by those persons who are accustomed to teach them, I have, however, been impressed with an idea that these children bring to the business of the school a lower standard of general intelligence and aptitude for the acquisition of knowledge than is to be observed in other schools, and that the schoolmaster's work among them is, for this reason, one of more than ordinary difficulty.

* I have a specimen before me of the writing, spelling, and the skill in arithmetic of every boy in this division.

I know not whether it is attributable to this that they do not appear to listen to the instructions they receive with much interest, and answer the questions put to them with much animation, or whether, to the fact that the *first* attempts at teaching of the students of the Normal School being addressed to *them*, they have the frequent experience of having things said to them which they cannot comprehend, and thus acquire the habit of not attending to them.

Some feebleness of the general intelligence is probably to be expected among boys separated, as these have been, at an early period from their parents, as compared with others of the same class, whose minds are brought into constant contact with those of persons of mature years, and whose intellects are quickened by a daily walk through the streets, and by the intercourse of a home. Such an intellectual condition of a mass of boys as that which I have described will not be remedied by teaching them Geography or History, or English Grammar; all such teaching as at present applied to the business of elementary instruction is mere *fact-teaching*. There is no impregnation of the understanding in it. Nothing, for instance, which corresponds to that discipline which the minds of our own children are subjected to, when they are made to construe a passage from a Latin or a Greek author, or to study a proposition of Euclid.

The impression I received of the second and third divisions of the school corresponds to that I have recorded of the first. I recommend in both these divisions a careful attention to good reading.

The fourth division is composed of children whose experience of the school commenced with the present system.

This is a hopeful class. Under the care of a very able and zealous master, Mr. Dexter, the children who compose it are making excellent progress. When they reach the upper divisions, I trust that they will establish for the school that high character which may be justly expected of it.

In recording the general impression which has been left upon my mind, by a careful examination of this school, I feel that a large allowance is to be made for the state of ignorance in which the old system left the majority of the boys who now compose it, at an age when it was no longer easy to be eradicated; and that in estimating the result of the labours of the present very able staff of teachers, it is to be taken into the account that the boys are under their instruction during one-half only of each day, the other half being devoted to industrial occupations.

I have the honor to be, &c.,

HENRY MOSELEY.

To the Right Honorable the Lords of the Committee of Council on Education.

APPENDIX A.

TIME TABLE.

NORMAL SCHOOL, ROYAL MILITARY ASYLUM, April, 1849.

DAYS.	6.	6·30	7·30.	8.	8·45.	9·20.	10.	11.	12.
SUNDAY .	. .	Rise from Bed.		Prayers and	Breakfast.	Practice Chapel Singing.	Church Parade.	. .	Recreation.
MONDAY .	Rise from Bed.	Drill.	Prepare for Breakfast.	Breakfast.	Prayers.	1st Division; Mechanics. 2nd Division; Lecture in Model School.	1st Division; Modern History. 2nd Division; Geometry, or Mental Arithmetic.	1st Division; Mechanics. 2nd Division; English History.	Ditto.
TUESDAY .	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	Religious Instruction.	2nd Division; Euclid. 1st Division; Roman History.	1st Division; Trigonometry and Euclid. 2nd Division; Roman History.	Ditto.
WEDNESDAY.	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	2nd Division; work of Steam Engine. 1st Division; Readings in Poetry.	2nd Division; Vocal Music. 1st Division; Recreation.	1st Division; Vocal Music. 2nd Division; Recreation.
THURSDAY .	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	2nd Division; Euclid and Mental Arithmetic. 1st Division; Grecian History.	1st Division; Mechanics. 2nd Division; Grecian History.	Recreation.
FRIDAY . .	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	2nd Division; Composition.	. .	2nd Division; Paper on Euclid, or Surveying.	. .
						1st Division; surveying all the Morning.			
SATURDAY .	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.	Examinations.		2nd Division; Vocal Music.	1st Division; Vocal Music.

TIME TABLE.—Normal School, Royal Military Asylum, April, 1849—(*continued.*)

DAYS.	1·15.	2.	3.	4.	5.	6·15.	7.	8·30	9·30.
SUNDAY . .	Dinner.	Church Parade.	. .	Attend Boys' Catechetical Lecture.	Recreation.	Supper.	Religious Study.	..	Prayers and Bed.
MONDAY .	Ditto.	1st and 2nd Divisions; English Grammar.	1st Division; Trigonometry. 2nd Division; Descriptive Geography.	1st Division; Prepare Euclid or Mechanics. 2nd Division; Mensuration.	Ditto.	Ditto.	Evening Study.	Leisure for Private Reading, &c.	Ditto.
TUESDAY .	Ditto.	1st Division; Geometry. 2nd Division; Map Drawing, or Paper on Euclid.	1st Division; Physical Geography. 2nd Division; Paradise Lost.	Vocal Music.	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.
WEDNESDAY.	Ditto.	1st and 2nd Divisions; Map Drawing or Fortification.	Model and Linear Drawing and Perspective.		Ditto.	Ditto.	Ditto.	Ditto.	Ditto.
THURSDAY .	Ditto.	2nd Division; Mechanics. 1st Division; Composition.	1st Division; Mathematical Geography. 2nd Division; Parsing.	1st Division; Paper on Mechanics. 2nd Division; Algebra.	Ditto.	Ditto.	Ditto.	Ditto.	Ditto.
FRIDAY . .	Ditto.	1st Division; Lecture on Art of Teaching (Mr. McLeod). 2nd Division; Euclid and Mensuration.	Model and Linear Drawing and Perspective.		Ditto.	Ditto.	Ditto.	Ditto.	Ditto.
SATURDAY .	Ditto.	. .	Half Holiday.		..	Ditto.	..	..	Ditto.

Appendix B.

Subjects of Instruction in the Normal School, Royal Military Asylum, from March, 1847, until May, 1849, inclusive.

Religious Instruction.—Old Testament; History to the Babylonish Captivity; New Testament; History to the end of the Acts of the Apostles. Text Books:—The Authorized Version of the Holy Scriptures; Patrick Lowth and Whitby's Commentary; Adam Clarke's Commentary: Pictorial Bible; Bible Cyclopædia (Kittoe); Trench on the Parables and Miracles.

History, English.—1st Division of Students. To the reign of Queen Victoria. Text Books:—Gleig's School History; Gleig's Military History.
2nd Division.—To the Revolution of 1668; same Text Books.

History, Roman.—1st Division. To the end of the Commonwealth. Text Books:—Keighley's History; Students' Manual of Ancient History.
2nd Division.—To the end of the second Punic War; same Text Books.

History, Grecian.—1st Division. To the Death of Alexander the Great. Text Books:—Keightley's History; Students' Manual of Ancient History.
2nd Division.—To the Peace of Nicias; same Text Books.

History, Modern, has not been systematically attempted. Private study on this subject has been encouraged, and selections from the Students' Manual of Modern History bearing upon leading events in English History have been lately made use of as Reading Exercises by the students of the 1st Division.

English Grammar.—Its Principles and Rules; Construction and Analysis of Sentences; Principles and Practice of Punctuation; Etymology and Derivation of Words, chiefly in the course of Readings in Poetry and Prose; Composition by Paraphrase; Amplified Narrative; Frequent Examination Papers; Correction of Ungrammatical Language. Text Books:—Reid's Outlines of English Grammar; T. K. Arnold's Grammar; Ross's Etymology; Hunter's Parsing Exercises; Paradise Lost, Books I.—VI.; Readings in Poetry (Parker); Readings in Prose (Parker.)

Linear Drawing.—Including Drawing from Models, and the Principles of Perspective has been taught by Mr. Gandee. See Time Table.

Vocal Music.—Theory and Practice has been taught by Mr. Hullah and Mr. Mayo. See Time Table.

Drill, Gymnastics, Manual and Platoon Exercise, Broad Sword Exercise, and Fencing, has been taught under the direction of Mr. Quartermaster Cousens. See Time Table.

Appendix C.

Scale of Diets for the Boys of the Royal Military Asylum.

	Breakfast at 8 A.M.	Dinner at 1 P.M.	At 5 P.M.	Supper at 8 P.M.
Sunday . .	Cocoa, ½ oz. Sugar, ½ oz. Milk, ¼ gill Bread, 5 oz.	Irish Stew { Beef . . 6 oz. Potatoes . 8 oz. Onions . ½ oz. Pudding { Flour 2 oz. Suet ½ oz. Bread . . . 2½ oz.	Bread 2½ oz.	Bread 5 oz. Milk ½ pint.
Monday .	,,	Boiled Beef . 6 oz. Broth . . . ½ pt. Greens . . . 6 oz. Bread . . . 2½ oz.	,,	,,
Tuesday .	,,	Roast Mutton . 6 oz. Yorkshire Pudding { Flour 4 oz. Suet 1 oz. Bread . . . 2½ oz.	,,	,,
Wednesday	,,	Boiled Beef . 6 oz. Broth . . . ½ pt. Potatoes . . 6 oz. Bread . . . 2½ oz.	,,	,,
Thursday .	,,	Boiled Mutton. 6 oz. Broth . . . ½ pt. Boiled Rice . 3 oz. Bread . . . 2½ oz.	,,	,,
Friday . .	,,	Roast Mutton . 8 oz. Rice Pudding { Rice 2 oz. Milk ½ pt. Sugar ½ oz. Bread . . . 2½ oz.	,,	,,
Saturday .	,,	Boiled Beef . 6 oz. Broth . . . ½ pt. Potatoes . . 6 oz. Bread . . . 2½ oz.	,,	,,

Children under 8 to have 4 oz. of Meat instead of 6 oz.

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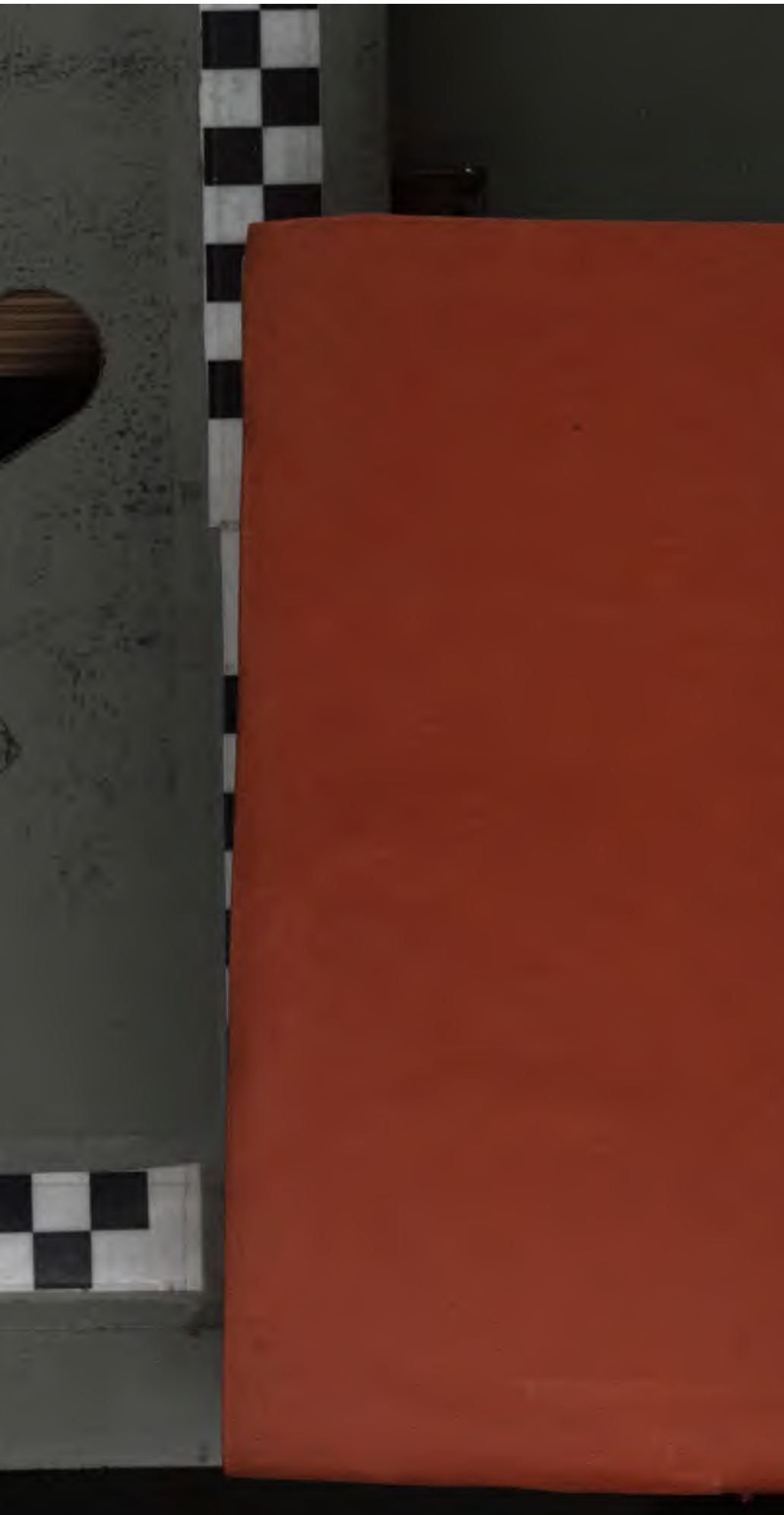
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